LA MATERNELLE

Kindergarten French Immersion Language Guide

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L'ENFANT

L'enfant
qui entre en maternelle
est un être
unique
et plein de curiosité.

Chaque enfant
provient d'un milieu
spécial
qui lui est propre,
tout comme
sa personnalité.

Ce jeune élève,
toujours actif,
grandit,
change,
joue,
et c'est
avec émerveillement
qu'il découvre
et explore
le monde qui évolue
autour de lui.

Cet enfant
ne voit le monde
qu'à travers
son expérience personnelle,
et,
tout égocentrique qu'il est,
traverse un stade unique
dans son développement.

C'est pourquoi
il faut à ce jeune élève
des expériences
nouvelles et diverses,
qui lui permettent
de développer et d'élargir
les concepts qu'il se forme
du monde de la nature
et de la vie en société.

L'enfant
apprend, par la suite,
divers moyens
de représenter
les connaissances
qu'il est en train d'acquérir.

L'enfant de maternelle
a besoin d'un milieu
qui lui procure
la chaleur,
l'affection,
les conseils
et l'encouragement
nécessaires
pour favoriser et soutenir
sa croissance
et son développement
dans le monde complexe
de l'enfance.

Joyce Mahy et Pam Turner

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Anne Ferncase
C. C. Loughlin Elementary
Corner Brook

Marie-Louise Greene
Education Consultant (1987 - 90)
Department of Education
St. John's

Suzanne LaCroix
Grand Falls Academy Primary
Grand Falls

Laurette Poulain
Gander Academy
Gander

Paule Arnaud
Presentation Elementary
Corner Brook

Janette Planchat
Education Consultant (1991-92)
Department of Education
St. John's

The Department also wishes to recognize the contribution of the French Immersion Kindergarten Committee:

Eloise Lemire
Education Consultant
Department of Education
St. John's

Lise Meagher
Presentation Elementary
Corner Brook

Ghislaine Milord
St. Peter's Primary
Mount Pearl

Anne Dallaire
Peacock Elementary School
Goose Bay

Melinda Campbell
Our Lady of the Cape Elementary
Cape St. George

The Department also extends special thanks to the following people:

Dr. Glenn Loveless
Assistant Director
Language Programs Section
Department of Education
St. John's

Barbara Marrie
Vanier Elementary
St. John's

Lucille Maurice
Education Consultant
Department of Education
St. John's

Bernadette Coady-Condon
Education Consultant
Department of Education
St. John's

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Word Processing

PREFACE

Early French Immersion was introduced in this province in 1975 and has grown substantially since then. To date, eleven school boards are offering this particular educational alternative to their students. The education of these students is guided by the principles and philosophy of *The Aims of Education for Newfoundland and Labrador* and the curricular objectives and instructional strategies of the early French immersion programs are largely similar to those of the regular English program.

The Department of Education will soon be publishing a new Kindergarten guide to provide direction to kindergarten education in this province. This forthcoming document will apply to kindergarten education in general, however, because of the many factors related to second language acquisition and second language usage, there is a need for this document which specifically addresses issues pertaining to Kindergarten in a French immersion setting.

This guide sets out principles and guidelines for teaching at the kindergarten level of immersion programs. It was prepared through consultation with teachers in immersion programs across the province.

It is hoped that kindergarten French immersion teachers and administrators will use this guide to meet the educational needs of the children enrolled in early French immersion programs in our province.

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1. FRENCH IMMERSION: AN OVERVIEW

1.1 HISTORICAL PERSPECTIVE

Bilingual education is not a new or recent phenomenon. For many years, and in many parts of the world, educational instruction has been provided in a language which is a non-home language. In Canada, many anglophone parents have registered their children in francophone schools to provide them with a higher level of bilingualism than is possible through the regular system. In 1965 a group of parents from the St. Lambert area of Quebec requested that the South Shore Protestant Regional School Board establish an experimental kindergarten class of "French immersion" as we know it today.

The St. Lambert experiment was successful, so successful, in fact, that other school boards quickly started similar programs. By 1975, immersion programs could be found from Coquitlam, British Columbia to Port au Port, Newfoundland, where our first group of kindergarten immersion started.

In the 1991 - 92 school year, there were approximately 300,000 students enrolled in French immersion programs across Canada, over 4000 of them in the province of Newfoundland and Labrador.

1.2 FRENCH IMMERSION IN NEWFOUNDLAND

The *Report of the Policy Advisory Committee on French Programs to the Minister of Education, Government of Newfoundland and Labrador* (December 1986) recommends the adoption of the following definitions:

1. "French immersion is a program designed for English-speaking students in which French is the language of instruction in the classroom for all or some of the subject areas and, as much as possible, the means of communication in the school environment." (p. 37)
2. "Early immersion is a program from Kindergarten to Level 3, beginning at the Kindergarten level with approximately 100 percent of instruction in French. With the introduction of Language Arts and other subjects in English, the percentage of instructional time in French decreases somewhat as students progress through the varying grade levels." (p. 37)

This *Report* also proposes the following objectives for Early immersion programs:

1. Pupils should be able to participate easily in conversation;
2. Pupils should be able to take further education with French as the language of instruction at the college or university level - that is, understand lectures, write papers, and take part in class discussion;
3. Pupils should be able to function well in a French environment and, if desired, accept employment using French as the working language;
4. Pupils should be able to understand

and appreciate the emotional attitudes and commonly held values of members of both official language communities.

In terms of second language learning, generally speaking, immersion programs are designed to create the same kinds of conditions that are thought to occur during first language acquisition; namely, there is an emphasis on creating a desire in the students to learn the language in order to engage in meaningful and interesting communication (Macnamara, 1973; Terrell, 1981). Thus, second language learning in immersion is often incidental to learning about mathematics, the sciences, the community, and one another. This contrasts with more traditional methods in which emphasis is on the conscious learning of the elements and rules of the second language for their own sake. Immersion programs are also designed to allow the students to apply their "natural language learning" abilities to learn the language. According to this conceptualization, opportunities to communicate in the language are necessary and advantageous for learning, and errors are a normal and important part of the learning process. The use of the second language in immersion programs for normal routine communication in the classroom permits the students to progress according to their own individual rates and styles, again in much the same way that first language learners do (Bloom, Hood, & Lightbown, 1974; Nelson, 1981, cited in Genesee, 1987: 14-15).

1.3 RESEARCH AND FRENCH IMMERSION

Systematic evaluations of immersion programs have been ongoing since the inception of the program in 1965-66. The St. Lambert Experiment was evaluated by the Department of Psychology at McGill University, which created a model of evaluative research that has been followed by all subsequent evaluations of immersion programs.

As early as 1973, a definite pattern of results became clear and confirmed the findings from the St. Lambert Experiment. Among the findings of the extensive research conducted on early immersion programs are the following:

1. Students in immersion develop higher levels of competence in French than is generally attainable through conventional Core French instruction. In particular, it has been found that immersion students are most likely to perform as well as francophone students on tests of listening and reading comprehension (Lambert and Tucker, 1972; Swain and Lapkin, 1982).
2. Students in immersion develop more positive attitudes towards francophones and the French language than do children in regular programs.
3. Students in early immersion programs experience temporary lags in some aspects of English skills until formal instruction in English is introduced. Once English Language Arts are introduced, immersion students transfer language skills from French to English, catching up very rapidly with children in regular English programs. By the end of the elementary grades immersion students usually perform as well as, or even better than the children in English programs. The temporary lag found in English literacy skills (reading comprehension, spelling and written vocabulary) is due to lack of formal

training. In Grades 1 and 2, non-literacy skills such as listening comprehension, oral production and oral vocabulary skills have been found to be at par or more developed in immersion students (Genesee, Tucker and Lambert, 1975).

4. Standardized testing done in the areas of mathematics, science, history and geography (Genesee, 1987) has shown that students in early immersion have tended to perform as well as comparison groups in all school subjects other than English or French. In addition, they are able to transfer their knowledge from one language to the other.
5. There has been no evidence that immersion students suffer any negative effects on their intellectual or creative development, as a result of their schooling in French.

Immersion education, then, has proved to be a viable alternative to regular school programs. The extensive evaluation and research conducted to date has shown that it does indeed provide students with functional bilingualism. "Overall, immersion has shown itself to be an effective form of second language education for students with diverse learner characteristics and from different kinds of communities." (Genesee, 1987: 99).

After so many years of evaluation and research directed solely at proving that French immersion programs did not have any detrimental effects on the students, research is eventually taking a turn. A number of researchers are now studying what teaching French immersion actually involves, observing the differences between classroom processes in French immersion and Core French, French as a First language and even regular English classes, trying to identify the most effective instructional practices to formulate a methodology of French immersion as such. The precise nature of language use by teachers and students is also the subject of a number of ongoing research projects.

1.4 PHILOSOPHY OF INSTRUCTION AND GOALS OF FRENCH IMMERSION KINDERGARTEN

The French immersion kindergarten program, designed for non-francophone children, is based on the philosophical premise that the French language is an integral part of every learning experience. The kindergarten environment is designed to help each child function in French and use it to the extent of her/his own potential.

In all areas of the curriculum, the goals and objectives have two orientations: subject-area orientation and language-development orientation. The two are integrated, thus allowing for the global development of the child, accompanied by second language development.

It is recommended that kindergarten teachers become acquainted with the works of Froebel (1887), Montessori (1967), Piaget (1972) and Dewey (1966). The discoveries of these writers have had a substantial impact on our present day Kindergarten.

Froebel, founder of the first "child's garden" respected the nature of childhood and was convinced of the capacity of young children to engage in active learning. Montessori believed, as did Froebel, that education ought to be developmentally oriented. Piaget's work indicates that kindergarten children learn through manipulation of their physical world. Dewey helped educators sense the importance of the "life as-it-is" curriculum and the "here-and-now" in education. These findings, combined, create a cognitive-discovery approach to the kindergarten curriculum, the approach developed in this guide.

As already stated, the French immersion Kindergarten program in this province is guided by the *Aims of Public Education for Newfoundland and Labrador* (1984). As such, the program is concerned with the spiritual, moral, intellectual, emotional, physical and social development of the individual as well as with the needs of the society of which s/he is a member.

As outlined in the *Aims,* it is the school's mandate to provide students with the opportunities and guidance necessary to attain their fullest and best development as private individuals and as members of human society. Literacy goals are of paramount importance in any educational system and this is equally true for primary French immersion. Upon completion of the French Immersion program, K - 12, students should be able to function well in a bilingual society.

Although a language-saturated environment is essential to the successful French immersion program, it must be pointed out that language competence involves the acquisition of skills, concepts, attitudes and strategies from all curriculum content.

By definition, the primary French immersion program places importance on the development of language skills - both French and English. The early concentration on French language skills in Kindergarten, Grades 1 and 2 is complemented in Grade 3 by the introduction of English language skills and the transfer to English of many language skills previously acquired. A whole language approach to language acquisition is employed, ensuring an environment rich in meaningful learning experiences.

Effective learning of a second language necessitates the understanding and appreciation of the cultural beliefs, customs and values expressed by members of that language group. In keeping with this, the primary French immersion program introduces students to French culture through stories and games, and through activities associated with special holidays and events celebrated by francophone peoples. It is hoped that students will also gain an appreciation of their own unique cultural heritage through comparison and contrast.

The primary French immersion program is designed to meet the individual needs and interests of the students in all areas of the curriculum while providing a solid foundation for the understanding and appreciation of the bilingual/bicultural nature of our Canadian society.

2. FRENCH IMMERSION KINDERGARTEN

2.1 THE KINDERGARTEN YEAR

In Newfoundland and Labrador, children who reach the age of five years on or before the thirty-first day of December of the school year are enrolled in Kindergarten (The Schools Act, Sections 61 and 62). Kindergarten attendance is not legally required in the province; nevertheless, educators and parents consider the kindergarten year to be an important component of the school system. Children planning to enter an Early French Immersion program must do so at the kindergarten level; a later entry point is both inadvisable and difficult.

The kindergarten year is an essential complement to the education that a child receives at home and in the community, which, even at its best, is unable to meet all the educational needs of the young learner. Kindergarten is a time:

- to find out that wanting to know is exciting, stimulating, and satisfying.
- to examine, question, and understand.
- to profit from concrete experiences.
- to be immersed in language.
- to grow in the ability to think and to begin to solve one's own problems.
- to sing, dance, draw, paint, model, build, and dramatize spontaneously and confidently.
- to develop gross motor skills and fine motor coordination.
- to find security in routine, a routine marked by its flexibility as well as the assurance it gives a growing child.
- to benefit from praise, encouragement, and consistent direction.
- to grow in self-confidence, self-esteem and self-reliance.
- to make friends and broaden social relationships.
- to engage in meaningful play.
- to interact with as rich a learning environment as can be provided.
- to learn tolerance and acceptance of other customs and cultures.

Basic to the kindergarten program is a commitment to individualization. Children entering Kindergarten in September come on their own terms as unique individuals. The understanding teacher responds to each child as an independent person. Each child has a distinct pattern of growth which the teacher must consider in planning curriculum experiences. The better the teacher understands the child, the better the learning environment the school is able to provide.

To this end, the majority of schools request that parents complete an information form early in the school year. The school may also have parents give information on personal development and social development, as well as a medical history of the child. In addition, the French immersion teacher may wish to learn more about a child's language and concept development in the first language. The kindergarten supplementary information form in Appendix A is designed for this purpose.

2.2 FRENCH IMMERSION KINDERGARTEN OBJECTIVES

Educational objectives must be based on children's needs, the nature of the learning process, and the relation of the learner to society. In Newfoundland and Labrador the major objectives of immersion kindergarten education are as follows:

- to nurture the child's sense of personal worth.
- to promote learning through the medium of the French language.
- to foster moral and spiritual development.
- to promote second language development as a means of expression and communication.
- to foster social responsibility.
- to foster independence.
- to develop the capacity to think.
- to encourage creativity, discovery, and imagination through spontaneous and structured play.
- to broaden concepts of mathematics and of the social and scientific world.
- to produce opportunities for large and fine motor control.
- to promote healthful and safe ways for living.
- to provide satisfying aesthetic experiences.
- to provide practical life experiences.
- to acquaint the child with aspects of francophone cultures through games, songs, customs, activities and literature.

3. CHILD DEVELOPMENT

3.1 INTRODUCTION

Each child is unique. Each child develops her/his own pattern of behaviour and a concept of who s/he is. Children proceed through levels of physical, cognitive, and social/emotional development. There is usually a variety of levels among children who are chronologically the same age; children of different ages may be at the same level of development in one or more areas. A knowledge of developmental levels helps the teacher make a careful diagnosis of each kindergarten child in order to meet individual needs.

3.2 COGNITIVE DEVELOPMENT

According to Piaget, cognitive development occurs as a result of interaction between the child and the environment. Self-regulation and self-correction are important in this interactive process, which proceeds in stages. At each stage the child develops a qualitatively different and more mature way of thinking. Every child goes through each stage, and the sequence of the stages is fixed. However it is important to note that the age and pace at which a child goes through a stage vary with the individual child. Sequence of development is a key concept for teachers. It is useless to attempt to teach a concept to a child who is not at the appropriate stage to understand the concept. As each stage follows from the preceding one, children need a strong foundation in the earlier stages to develop well in the later ones.

It should be stressed that while Piaget talks about "stages" of development, there is overlapping in the transition from stage to stage. The developmental process is gradual and continual due to maturation and experience. Often a child will be in one stage in one area and another in a different area.

Piaget's Stages of Development

The four stages of child development described by Piaget derive their names from the way in which children organize their growing knowledge of self and the world around them. The second stage corresponds to the kindergarten age group.

1. **Stage 1.** Sensorimotor - concerns itself with children from birth to two years.
2. **Stage 2.** Pre-operational - deals with children from two to seven years.
3. **Stage 3.** Concrete Operational - occurs approximately between seven and eleven years.
4. **Stage 4.** Formal Operational - begins at approximately eleven years.

For our purposes we will deal exclusively with stage two, the Pre-operational stage, the developmental stage of most children at the kindergarten level.

Pre-operational stage

The approximate time for this stage is two to seven years. During this period the child starts to function well in the symbolic mode. There is an increased ability to mentally represent; e.g. to think by using symbols (such as words) in place of things. The child's symbols are still very personal and even though child and adult may use similar words, there is no assurance that they share the same idea. The child is egocentric and cannot take the role of or see the viewpoint of another. The child believes that everyone thinks as s/he does and that everyone automatically understands his/her thinking.

The pre-operational child does not think logically. S/he relates the particular to the particular. (Mommy took the umbrella out of the closet today; it must be raining.) Pre-operational children are also dominated by their perceptions. For example, they will pick a tall, thin glass of milk as containing more than a shorter, wider glass, even if they have seen the same amount of milk poured into both glasses. Because of this, the child cannot conserve, that is, recognize that the properties of an object remain the same even though they undergo some changes in physical appearance.

Piaget's theory: implications

The application of Piaget's theory to education can be difficult, because it does not involve prescribed materials or techniques. Rather, it describes how children think and thus provides a framework in which teachers can be creative.

Piaget stresses that intellectual or cognitive development is an active process, especially in the early years. The classroom will contain materials which are in themselves attractive to children. Within this environment, teacher-child and child-child interactions, necessary for second language development, will take place. Learning centers where children may select activities, with or without teacher involvement, are used to encourage active problem solving and valuable interchange with peers.

Teachers must be flexible in their interactions with young children. The teacher must tailor the program to each child's developing skills rather than preplan one activity for all children. By continuously observing and listening for clues to the child's thinking, the teacher can guide the child as s/he develops increasingly complex and internalized thought. Planning for class activities can involve reviewing the children's current work, and assessing needs and interests in an attempt to meet individual needs through the selection of appropriate activities.

Types of knowledge

In the application of Piagetian theory to early education, research has identified three kinds of knowledge which children acquire. Each type of knowledge is learned differently by the child and each involves the teacher in a different role. While this distinction is somewhat arbitrary, it can be a very useful tool for teachers.

The three kinds of knowledge are as follows:

1. social knowledge, acquired through feedback from people.
2. physical knowledge, acquired through feedback from objects.
3. logico-mathematical knowledge, acquired through relationships which the child must discover or construct; e.g., relations among people, objects, and events.

Social knowledge includes social conventions, social expectations, and the cultural use of language. This type of information can be communicated directly to children and correct answers reinforced; e.g., saying "bon appétit" before eating.

Physical knowledge is best learned

through feedback from objects or the effects of the child's actions on objects. Children must experience objects and observe the results because they are acquiring a store of information about what objects can do. Eventually, they will use this information to predict outcomes and solve problems. The teacher's role in this area is to stimulate the child's curiosity and to encourage the child to become actively involved in exploring materials; e.g. What can we do with these pieces of styrofoam? What will happen if we put water in here? The teacher can respond to the child in a way which encourages the expansion of his/her own ideas and activities. The French immersion teacher can use such experiences to reinforce second language structures.

Logico-mathematical knowledge includes an understanding of relations among objects, people, or events. It is acquired as a result of a child's own ideas and activities and must be constructed by the child. Only the child's thinking can construct logico-mathematical knowledge. Teachers can help children by selecting appropriate materials and by changing the environment so that previous interpretations are challenged. Teachers can use synonyms to change the linguistic routine thus altering the environment in order to stimulate the child.

It takes time for children to construct the logico-mathematical concepts; stressing the "right" answer is not particularly helpful and can often confuse children. They cannot understand why they are wrong and you are right, and may become unsure of their ability to reason. With experience, children gradually move closer to logical adult thought.

3.3 AFFECTIVE DEVELOPMENT

According to Erikson (1950), there are periods in life in which the child experiences distinctly different conflicts between emotions. Provided with an environment that is conducive to development, the child faces the conflict, resolves it, and the result is healthy, normal development. If there is difficulty in resolving the conflict, the result is difficulty in dealing with subsequent conflicts.

Erikson describes eight stages of development; each stage has its own conflict. We are concerned here with early childhood, and therefore, an overview of those stages only is provided.

Stage 1. The Infant: Trust vs. Mistrust

The infant gains a feeling about whether the world is a safe or a threatening place. The infant achieves a basic sense of trust by getting and by giving in return. It "gets" the attention and stimulation it needs from caregivers; it "gives" social responses to them in return. Learning to trust the environment occurs when the baby experiences consistency and predictability in the physical world and with people. Otherwise, the baby develops mistrust and fearfulness. There are many degrees of trust; the key point is that the individual carries this early orientation through life and reacts to the world accordingly.

Stage 2. The Toddler: Autonomy vs. Shame

The toddler is concerned with both holding on and letting go. The child wants aid and assistance yet s/he also has a strong desire to function independently. This conflict will be easier to resolve if the child has a basic sense of trust in her/his world. The child needs enough rein to assert his/her growing independence, but too much freedom results in insecurity. The child develops shame or doubt that s/he is capable of control if there is too little or too much opportunity to be in control.

Stage 3. The Four- to Six-Year-Old: Initiative vs. Guilt

At this stage, the child is aggressively exploring the social and physical world, trying to discover what s/he can accomplish. The theme is "I can"; the child is "making" and "making like". The cumulative effect of the stage is clear; the trustful, autonomous child will feel free to take the initiative. Children should be encouraged to feel positive about themselves. Children feel guilty if they are punished for taking the initiative and they learn that it is safer not to try. Consuming curiosity, imagination, and vigorous locomotion and speech make the quest for initiative almost continuous. These children need space, a variety of materials, and opportunities to make decisions, observe, and imitate. Adult models are essential to the growth of initiative.

In Erikson's theory there is a continuous thread - his belief in human integrity. This integrity is essential to our total well-being at every stage and it must be recognized and cultivated. A sense of integrity begins in the very early years and parents and teachers must be careful to preserve it. The effects of each stage are cumulative. The debilitating effects of a childhood of mistrust, shame, self-doubt, and inadequacy will last a lifetime. Teachers must be aware of these far-reaching effects and foster the child's sense of worth.

To the immersion teacher this means opening the lines of communication between child and teacher and refraining from persistent error correction. Rather, the teacher should model the correct form and be open to any attempt by the child to speak French.

The separate presentation of the affective and cognitive aspects of development is not in any way meant to imply that these two aspects of development are separate and distinct from one another. The separate consideration of Piaget and Erikson allows special emphasis to be placed on each aspect of development. It is critical, however, for teachers to realize that they proceed hand-in-hand and are interdependent.

It was stressed earlier that too little or too much stimulation can hinder cognitive development. This is true for affective development as well. There must be a good match between what the child encounters and what s/he can handle emotionally. Adults often hold incorrect notions about the emotional capabilities of young children and sometimes expect them to behave like adults. Outside pressure that does not mesh with the child's inner control is likely to create an angry or anxious child.

In essence, the child's affective development occurs in the same way as cognitive development. The child learns through experience, through playing and interacting with other children and adults. Thus, affective development depends on concrete experiences and feedback from others.

The role of adults in influencing the child's affective development is as important as it is for cognitive development. The kindergarten teacher must ensure that children have many opportunities to develop initiative and industry.

3.4 CHARACTERISTICS OF THE KINDERGARTEN CHILD

Physically, the kindergarten child:

- is growing more slowly than in earlier years.
- has tremendous drive for physical activity---running, jumping, tumbling, pushing, pulling, lifting, carrying, balancing, digging, building with blocks and boxes.
- is quiet for only short periods of time.
- sometimes needs frequent change in activity.
- is often capable of prolonged periods of concentration.
- enjoys freeform movement to music of different moods and tempos.
- can reproduce through imitation simple rhythmic movements set to music; e.g., tapping, clapping, marching.
- enjoys games with plenty of movement.
- is full of activity but tires easily.
- has good motor control but, generally, smaller muscles are less developed than larger ones.
- has usually developed hand preference by the end of the school year.
- is susceptible to communicable diseases and the common cold, but tends to build up immunity during the first year in school.

Intellectually, the kindergarten child:

- is active, eager, interested, and curious.
- learns through the five senses by doing, experiencing, observing, questioning, imitating, examining, exploring, and investigating.
- derives more satisfaction from the process than the product.
- is eager to learn; profits from concrete experiences.
- shows interest in the here-and-now; has an increasing interest in the faraway.
- has a growing attention and interest span.
- is interested in stories and books; has some difficulty distinguishing between fantasy and reality.
- is eager to use and produce language orally and in print.
- likes to have someone read to him/her.
- clarifies understanding of relationships through dramatic play, art, movement, and construction.
- demonstrates that language is the most efficient tool for communication: exemplifies that "energy is talking".
- can tell fairly long stories in sequence in his/her first language.
- begins to draw more realistically; advances from the scribble stage.
- is growing in the ability to think, to conceptualize.
- begins to solve own problems; sometimes needs adult guidance.
- classifies objects and pictures and sees similarities and differences; sorts and matches objects.
- makes comparisons, arranges objects in order, fits one ordered set of objects to another through trial and error.
- compares amounts, counts objects, arranges two sets of objects in one-to-one correspondence.
- fits things together and takes them apart.
- learns about symbols and signs (representation).
- begins to talk of time - today, tomorrow, yesterday, clocks, and calendars.
- is learning about the immediate environment; e.g., school, family, and special days.
- begins to closely observe and learn about the natural environment; e.g., plants, pets, weather, water, sand.
- recognizes and names a number of

colours.

- can recognize certain letters of the alphabet.
- wants to print her/his name and other words of interest.
- is learning to make decisions about health, food, play, safety.
- can carry work over from one day to the next.
- likes to finish what s/he starts; shows sense of order when working, and puts away materials.
- needs to feel successful.

Emotionally, the kindergarten child:

- needs to feel comfortable with and have confidence in the teacher.
- needs recognition for accomplishments.
- needs feedback.
- likes playing to be "right".
- gauges success or failure in terms of what the adult seems to expect.
- needs a sense of belonging.
- responds to praise, encouragement, and consistent direction and is very anxious to please.
- thrives on trust, fairness, and achievable goals.
- finds security in routine.
- needs to live in a reasonably predictable world.
- is growing in emotional stability and usually accepts discipline without resentment.
- sometime sulks or cries.
- may begin to display rivalry as s/he develops a self-concept.
- has a strong emotional link with the home.
- often allows the emotional tone of the morning to govern the entire day.
- is prone to show fear of the new and unusual.
- is not always able to distinguish right from wrong by adult standards.
- has a constantly growing sense of humour, laughs at jokes, silly words, unusual or unexpected sounds.
- is serious and businesslike in play activities.

Socially, the kindergarten child:

- seeks companionship of other children.
- is anxious to gain group approval.
- plays best in groups of two to seven children.
- learns to accept the limits of group living.
- is protective toward playmates and siblings.
- is interested in household activities.
- needs adult help in learning to share materials and take turns.
- may not be able to work or play without asking for frequent approval.
- has few adult prejudices.
- is willing and eager to assume responsibility within his/her level of maturity.
- is improving in assuming responsibility of personal belongings.
- may choose and change friends frequently.
- is self-centered, yet growing in unselfishness.
- is a great talker, and needs time to express ideas in her/his first language.
- develops second language competence at his/her own rate.
- is learning to listen purposefully, to share and take turns.

3.5 THE KINDERGARTEN CHILD AS SECOND LANGUAGE LEARNER

Considerable variation between individuals exists in the area of second language learning. Personal differences in self-concept, attitude, motivation, cognitive capacities, learning style, strategy use, previous learning experiences and environment all play important roles in determining a child's success as a second language learner.

This section deals with each of these factors and makes suggestions for teachers to consider, in hopes that children enrolled in a French immersion program will enjoy very positive and successful second language learning experiences.

Self-Concept. Self-concept refers to how one views or thinks of oneself and it evolves from personal experiences. Children who have positive self-concepts generally do well in school. It is therefore of utmost importance that teachers positively influence children and help them build self-confidence by (i) listening to what they have to say and making them feel that they are worthy members of the class; (ii) constantly praising and encouraging them verbally and non-verbally (i.e., through facial expressions and body movements); (iii) involving them in "personalized" classroom activities; and (iv) setting reasonable expectations for each child. Research findings suggest that students who are expected to do well will most likely do so. They usually want to please their teachers and will strive to meet the behaviour and performance levels set by their teachers. Children who have positive self-concepts are well on their way to becoming good learners.

It is worthy of note that the attitudes of the home toward second language learning influence second language success. Parents need to be aware that their encouragement and support play a vital role in their child's self-concept and attitude toward second language learning.

Motivation. There is no doubt that motivation is a key factor in learning. Intrinsic motivation refers to the desire to learn due to the inner sense of satisfaction which results. Extrinsic motivation refers to the desire to learn based upon external factors.

Even though teachers would like to see children come to school intrinsically motivated to learn, this type of motivation is often developmentally related and only achieved over a period of time. The external environment, however, can be shaped in such a way that it can have a positive influence on learning. The teacher who designs activities to appeal to children's interests and who elicits their active involvement is managing extrinsic conditions in such a way that they will have a motivating influence on learning and create within each child a desire to learn.

Regarding motivation specific to second language learning, Gardner and Lambert (1972) have differentiated between two distinct types of motivation - an integrative motivation which involves a desire to learn the second language in order to communicate with and be accepted by native speakers of that language, and an instrumental motivation which involves a desire to learn the second language in order to have, for example, better job opportunities. Research findings (Bialystok and Frohlich, 1977; Gardner et al., 1976; Spolsky, 1978; and others) indicate that an integrative motivation may be better for second language learning. Teachers of French immersion may facilitate the development of integrative motivation in their students by exposing them to native speakers of French through class visits or exchanges, videos, films, and other sources of contact with authentic language.

Cognitive Capacities. The cognitive capacity of the learner will influence the rate of second language acquisition; the more cognitively mature learner will acquire the language at a faster rate than the less cognitively mature learner (Dulay, Burt, & Krashen, 1982). Cognitive processes such as speech, processing memory, primary memory, secondary memory and language memory will have an effect on second language development.

Teachers who are knowledgeable of the cognitive capacities of their pupils will plan individual activities geared to the level and pace of each child so as not to frustrate them nor destroy their self-concept.

Learning Style. In any given class teachers are faced with an array of learning styles and they must be prepared to develop activities which cater to all.

The auditive learner is one who learns best through listening to the teacher, to tapes, to records, etc.

The visual learner is one who needs to see pictures, images and things written down in order to fully understand.

The tactile learner is one who likes to do things and manipulate objects. Use of jigsaw puzzles, games which require cards, dice, etc. is appropriate.

The kinesthetic learner is one who loves to move him/her self. Use of dramatization, mimes, dance, etc. is appropriate.

Teachers need to recognize their own learning styles and those of their pupils in order to adopt a wide variety of activities suited to each style, keeping in mind that many children exhibit a combination of learning styles.

Titone and Danesi (1985) have identified four traits which characterize a good language learning style and which lead to an aptitude for language learning. These traits are perceptual-motor ability, (the ability to perceive and produce sounds), grammatical-cognitive ability (the ability to recognize grammatical function and form), mnemonic-cognitive ability (the ability to memorize items in a short period of time), and generalization ability (the ability to induce patterns and rules from language data). It is suggested that if teachers were to engage children in playing memory games or in activities identifying sounds, or finding patterns, they would help children develop these traits and in turn, become better language learners.

Strategy Use. It is claimed by many researchers that strategies shown to be effective in second language learning can be taught to less successful language learners (Bialystok and Frohlich, 1977, 1978; Breen and Candlin, 1980; Faerch and Kasper, 1983; Hebert, 1986; Hosenfield, 1976, 1979; O'Malley et al., 1985; Prokop, Fearon and Rocket, 1983; Wenden, 1985, 1986). This being the case, teachers who are familiar with good language learning strategies can engage their students in activities which will foster the development of these strategies and in turn, help students become better language learners. (See Section 5.2)

According to Rubin (1985), good language learners exhibit the following characteristics. They:

1. **are willing to guess.**
   Teachers can encourage students to guess intelligently by showing them how to base their guesses upon specific information such as a clue in a grammatical structure, in a lexical item or in a non-verbal

context. Many language learners are not aware that guessing, when based upon specifics, is a good learning strategy.

2. **have a strong motivation to communicate.**
   As previously stated, there is no doubt that motivation is a key factor in successful language learning. Since students seem to enjoy talking about themselves and their own immediate experiences, teachers can motivate students through personalized instruction by (a) using the students themselves as examples to illustrate points of vocabulary and structure, (b) using various questioning techniques to elicit personalized answers, (c) letting students create their own examples to illustrate a particular aspect of vocabulary, and (d) creating situations for spontaneous interaction. (Reiss, 1976, 1977).

3. **are often not inhibited.**
   Teachers can engage students in meaningful, purposeful, real-life activities in a favourable classroom climate with the intent of encouraging risk-taking and of developing a willingness to make mistakes in order to learn to communicate.

4. **are prepared to attend to form or to look for patterns in language.**
   Teachers can point out form and make students aware of patterns as well as encourage students to monitor each other's speech and seek correction from each other.

5. **practise.**
   They seek opportunities to use the language. In addition to establishing the kind of classroom climate in which students are eager to speak and are motivated by personalized and creative activities, teachers can also facilitate communication amongst students in the classroom by beginning to engage students in activities where they have to:
   - establish a social relationship (phone calls, class visits, interviews),
   - seek and give information (interviews, research projects and presentations),
   - express reaction (opinion poll re school event),
   - learn to do something (follow a recipe, task cards),
   - talk themselves out of trouble, persuade, discourage, or entertain others (drama, role-playing).

6. **monitor their own speech and that of others.**
   Teachers can encourage this strategy by allowing students to play a greater role in class communication through group work, peer correction, learning centers, etc. Less teacher-talk and more student-talk is desired. Through games such as Espion (See Section 6.16), students are made more aware of their own speech and that of others.

7. **attend to meaning.**
   Teachers can engage students in activities requiring the search for meaning rather than for grammatical components.

In general, strategy training can encourage active learning and provide for individual learning needs and problems. Learning strategies can complement other language skills in their contribution to overall achievement and development of competence in the second language.

Previous Learning Experiences. Before entering school, children have had different experiences through which they have acquired concepts, skills, understandings, and attitudes. Their interpretation of what they see and hear in school is based upon these past experiences which may have been limited or extensive, negative or positive.

Children coming from strong literate environments will be ready for certain types of activities, whereas children coming from poor literate environments will need to "fill in the gaps", so to speak, before they are ready for these same activities. It is the teacher's responsibility to direct learning and provide an opportunity for these children to develop oral language by reading stories, talking with them and encouraging discussion. This will better prepare these children to participate fully in class activities.

Teachers must recognize and respect the diversity of experiential backgrounds and plan activities which will take children from where they are to higher levels of learning. By allowing children to progress at their own pace, positive self-concepts are developed which in turn enable children to become good learners.

Research has shown that previous language experiences may also have either positive or negative effects upon a child as second language learner. LoCoco (1976) found that previous language experience influenced the types of errors made by language learners: increased language experience resulted in fewer interlingual errors (errors due to transfer from the first language) in the interlanguage. She found that previous language experience also influenced the degree to which certain strategies such as transfer, overgeneralization and simplification were used by language learners. Corder (1978) suggested that previous language knowledge facilitates language learning and acts as an additional source for the communicative strategy of borrowing in situations where the interlanguage of the learner is inadequate.

Teachers who are familiar with transfer, overgeneralization and simplification strategies will better understand why some students function as they do and will be able to diagnose certain structures and provide proper remediation to overcome the problems.

The Learning Environment. Primary children who are part of a rich and stimulating learning environment are in a favourable position for learning. A good learning environment is crucial to a child's cognitive, physical, social and emotional growth. Children want to come to a place where they are appreciated and where they are given opportunities to interact with one another, with the teacher and with learning materials. Children require a rich learning environment where learning is fun.

3.6 INDIVIDUAL DIFFERENCES

Children of any background have their basic childhood development in common. Unfortunately, various labels have been attached to children from certain backgrounds. The most important label, however, is "young child". With an understanding of development, teachers can provide appropriate learning experiences for any child, regardless of background. When kindergarten children exhibit many types of behaviour characteristic of children younger than five years, the teacher must provide the appropriate educational experiences. The level of expectation for any child should not be low and no child should be approached a priori as a problem child. Above all, teachers must recognize and cultivate strengths as they seek to understand each child. Often, a teacher must work especially hard to discover something about a child's unique style that will help in dealing successfully with the child's learning processes.

Special Needs Children

> "Overall, immersion has shown itself to be an effective form of second language education for students with diverse learner characteristics ..." (Genesee, 1987)

In every kindergarten classroom, there are children who require help because of behavioural, communicative, intellectual, physical, or multiple exceptionalities. They must be identified, accepted, and appropriately planned for. All teachers should be thoroughly familiar with the procedures and policies governing the identification of special needs children and the planning of programs for them, as described in the *Special Education Policy Manual.*

Special needs children who are integrated into the immersion kindergarten classroom should be treated as unique individuals, the same as other kindergarten children. The kindergarten teacher must be prepared to individualize teaching to meet the different needs of the exceptional child.

Resource personnel, such as coordinators, special education teachers, and guidance counsellors should be consulted by the teacher when planning for special needs children. Kindergarten teachers need time and support to observe, assess and plan for all the children in the classroom. Assessment is an invaluable tool that can help provide thorough descriptions of all areas of development. On the basis of assessments by the teacher and special resource personnel, the teacher can establish long and short-term objectives and, with help, regularly monitor the children's progress.

One such resource person is the public health nurse, who is part of every school in the province. Public health nurses maintain contact with children in all schools, and they have ready access to families through home visits. They are able to direct information to school personnel, medical staff, guidance counsellors, speech and hearing specialists, and social workers.

Learning disabilities, however, are not reason enough to transfer a child out of French immersion (Bruck, 1978). Wiss (1986) and Genesee (1987) agree that learning disabled children would encounter similar difficulties in both languages. Bruck (1978, 1980) strongly recommends that learning disabled children remain in the immersion program and receive appropriate remedial assistance.

Research conflicts as to which types of learning-disabled children would benefit from a French immersion program and which would not. Some disabled children, for example those with hearing impairments, may find the French immersion Kindergarten, with its emphasis on oral development, to be a frustrating introduction to school. While Wiss (1986) says that early immersion is probably "the only chance that learning disabled children have to acquire adequate bilingual oral skills", she nevertheless suggests that children with certain oral language disorders or severe developmental delays are perhaps best not accommodated in French immersion programs. This topic is further discussed in section eight.

Gifted children, also special needs children, need a program which assures their intellectual, social and affective development. These special needs gifted children should be permitted the time and the space to develop their modal and aesthetic sensibilities as well as their intellectual potential, while maintaining their sense of confidence and self-worth. The teacher must encourage all children to work to their own level, as they follow their own interests. Whatever their level upon entering French immersion Kindergarten, gifted children must learn, as must all children in French immersion Kindergarten, the rudiments of the second language. For this reason alone, gifted children need to spend the necessary time (as do all students) in assimilating the second language.

The decision to enroll special needs children in French immersion must ultimately reside with the parents, in consultation with the school, the school board and the appropriate specialist.

While handicapped children may need more encouragement, support, and time for learning and practising to work towards the level of independence and achievement appropriate for them, the gifted also need an appropriate learning environment to motivate and challenge them as well as modification of the curriculum to meet their special talents.

As soon as a special needs child is identified, the teacher should consult with appropriate resource people in order to ensure adequate programming and remediation if needed. Early identification is essential in order to foster a child's success in the program.

3.7 PLAY IN FRENCH IMMERSION KINDERGARTEN

For children, play is a natural learning situation. It is crucial to their skill development, to their acquisition of knowledge, and to their second language learning. In the French immersion Kindergarten, the teaching of specific skills and content goes hand in hand with the child's own skills development and problem solving through play.

According to Piaget, play sets the learning process in motion. Assimilation and accommodation, necessary for development and learning, are a part of children's everyday games. Whenever children play "make believe" or "let's pretend", when they dress up and imitate others, they are using the processes of assimilation and accommodation.

Play is a complex and creative activity. It makes learning enjoyable, while respecting the style and rhythm of learning of each individual. Play encourages active participation, interaction, language-use, cooperation and motivation. It permits individualization, stimulates creativity and fosters independence. It is a link for the child between the known and unknown, facilitating the acquisition of new concepts and of the new language.

Play, especially sociodramatic play, has tremendous potential for the development of second language skills. Sociodramatic play is play in which children adopt roles and re-create real-life situations. Sociodramatic play enhances children's second language development. In this kind of symbolic play, children practise new vocabulary, connect words with images, and understand context. Research indicates that children who engage in symbolic play perform significantly better on pre-reading achievement measures.

The quality of play in the kindergarten depends on the quality of the curriculum, the materials, and the teacher's ability to provide appropriate challenges and introduce instructional elements in the play situation.

Many educators believe that outdoor play is incidental to the kindergarten program. Children, however, need fresh air, exercise, a change of pace, and a change of environment just as much as they need the productivity of indoor play. Current lifestyles rob many children of much outdoor activity. Often children spend long periods of time travelling to and from school and watching television. Outdoor play is essential for children's general health and well-being.

As with indoor play, the teacher can set the stage for many kinds of learning opportunities outside. Teachers can take any objective of the kindergarten program and ask themselves whether the educational experiences necessary to achieve this objective can take place outdoors or even whether it can be achieved more effectively outdoors.

4. THE FRENCH IMMERSION ENVIRONMENT

4.1 THE FRENCH IMMERSION KINDERGARTEN TEACHER

Teachers are crucial to children's success in Kindergarten. Teachers who understand child development adapt curriculum to children. When teachers have well-developed knowledge in the various curriculum areas and an enthusiasm for what they are teaching, they can use their knowledge well and inspire children with a love of learning.

The wise teacher knows that subject matter which is compelling to children offers the most meaningful way to stimulate learning. S/he listens to children's conversation and watches their play to determine which issues and events hold special significance for them and then uses this knowledge in implementing the curriculum.

The kindergarten French immersion teacher discharges educational responsibilities commensurate with those of teachers at any other level of the school system. Her/his professional qualifications must be equivalent to those established for all other teachers, with additional consideration being given to the special demands of the position.

The kindergarten teacher:

- has a native or near-native fluency in French and uses correct standard French at all times in the classroom, providing a good language model to the children.
- has a good knowledge of current models of second language learning and current methods of teaching second languages and employs those methods most effective for the purpose of teaching French in the immersion situation.
- is resourceful in finding materials in French and in locating resource people in the community who, as guests to class, can provide both good French language models and suitable information.
- shows diplomacy in day-to-day dealings with parents, staff members, the general public and other personnel involved in the school setting.
- is able, to some extent, to detect children who have special needs, and seeks appropriate assistance through the proper channels.
- is able to adapt and develop appropriate material for use in the immersion class.
- makes use of puppets, mime, role-playing, and other innovations, in the interest of second language development.
- is sensitive to the "errors" made by the children and the reasons for these errors, and is judicious in their correction. A focus on the message, not on surface structure errors, is necessary. If the fundamental meaning of the message is not impaired, the teacher does not immediately correct the child.
- creates "une ambiance française" in the classroom, and uses intonation, gestures, movements and concrete aids to ensure comprehension by the children.
- encourages the use of French by the children, while not forbidding their use of English. French is made to be enjoyable and fun to the children.

- understands how young children grow, think, behave and learn.
- takes pertinent professional courses, attends conferences and workshops and keeps up to date with the professional literature on early childhood development and second language acquisition.
- builds good relations between school, home and community; establishes a program of parental involvement through open-houses, newsletters, etc.
- sees each child as an individual; is sensitive to the child's growth and learning needs; helps each child develop at his/her own rate.
- enjoys working with young children and their parents; maintains warm, friendly relations with them.
- recognizes and acknowledges each child's efforts; encourages independence, resourcefulness, creativity, and responsibility.
- knows and makes use of community resources in providing rich learning experiences for children.
- is not afraid to call on parental help in widening the children's world of discovery.

The kindergarten French immersion teacher has a tremendous impact on the self-concept of a child. The kindergarten French immersion student relies heavily upon the teacher to provide a secure and attractive environment in which to learn through the French language. Success in this largely language-oriented program is closely related to self-concept; children who start to become frustrated must therefore be supported, helped and encouraged by the teacher.

To develop a positive self-image, children need to experience success. Children need to learn that they can learn and that they can be responsible for their own learning. Children who experience success are motivated to persevere in any kind of school situation, so that success becomes a style. In learning situations that allow children to progress at their own individual rates, those who want to learn and feel that they can learn, will do well.

The kindergarten French immersion teacher has to work hard to capture student interest and to ensure the children's success with the second language. Some children may become frustrated at not being able to understand and use the French language. Such children will require special efforts to help them retain their self-esteem. A gentle, encouraging approach is necessary. Opportunities can be provided for children to express themselves indirectly through puppets, mime and drama and directly through gestures. All efforts by the children to use French should be encouraged. The classroom atmosphere needs to be such that the children feel comfortable and confident in both the school and the language environment. Teachers must be aware of the emotional development of their students and respect their emotional state, recognizing that lack of fluency and lack of vocabulary in French can lead to frustration for some children. Special sensitivity is required in ensuring that the kindergarten experience is a successful and positive one for all children.

The well-balanced kindergarten program recognizes individual differences in rate of development and allows each child to progress at her/his own rate. Performance pressure is minimized, but encouragement is actively given. The second language is not permitted to become an impediment to positive self-esteem.

Bruck (1985) found transfer out of French immersion programs to be correlated with poor motivation and Gardner (1986) found that positive attitudes and motivations have an impact on second language achievement. In view of these findings, the role played by the kindergarten immersion teacher in building the child's self-concept and motivation can be crucial to the child's success in the program.

4.2 CLASSROOM ORGANIZATION

Classroom organization is a tool for achieving goals and implementing plans. The kindergarten classroom space should be planned to facilitate growth and learning for five-year-olds. Careful thinking about how a prepared learning environment can help make the kindergarten curriculum effective is required. The room should be arranged for small group activities; at the same time, there should be space for total class interaction and pupil-pupil and pupil-teacher communication. The kindergarten program is dedicated to meeting individual differences. Each child is unique, although each has characteristics in common with other children of her/his age. Careful room arrangement can facilitate the teacher's success in meeting individual and group needs.

There is so much variation among school buildings that it is impossible to suggest an ideal kindergarten classroom arrangement. There is no single, superior arrangement of a kindergarten room, although recommended arrangements abound in kindergarten guidebooks and in early childhood education texts. Any arrangement must be determined by the size and shape of the room, the furniture and equipment, and by the curriculum. A kindergarten room should include the following:

a carpeted area (for whole group activities, drama, movement, etc.)
an uncarpeted area
low tables and chairs that are movable
durable, child-sized display tables
bulletin board space, built low enough for children to view their own work on display
room divider
storage shelves
storage and locker facilities for children and teacher
bookracks, bookshelves, and book table
adequate lighting and shades
adequate ventilation and heating
listening center
activity center
water fountain (child-height)
sand table
sink
water play area
bathrooms adjacent to classroom, or nearby.

4.3 SUGGESTED SUPPLIES AND EQUIPMENT

The following list of materials is not comprehensive, but it does suggest equipment and materials that can make Kindergarten an interesting and challenging learning environment. More expensive, stationary materials for music, physical education, and outdoor activities should be selected on the basis of cost, durability, quality, safety, and relevance to the curriculum.

abacus (or counting frames)
alphabet letters (alphabet insets, kinesthetic letters, cutouts)

aquarium
attribute blocks
balance scales
balls
beads (for pattern work)
beanbags
blocks (varying sizes and shapes)
books (French language pictures books, stories, poems, big books)
bottles (plastic, varying sizes)
boxes (varying sizes)
brushes (for painting and creative work)
calendars
ceramic clay
charts and pictures (for use with comptines, songs and stories)
chick incubator
collage materials
colour wheel, colour rods
crates (packing)
dictionnaries of French vocabulary
dress-up box
experience charts
easels
felt boards
filmstrips and projector
finger paint
flannel and flannel board
geometric shape insets and solids
globe (beginners)
glue
gummed paper (assorted shapes)
head sets for listening center
magazines (for collage and pastework)
magnetic boards
maps
markers (felt tip, various colours)
measuring cups and spoons
mirror (floor length)
numerals (cards, insets, kinesthetic)
paint and paint jars
paper (mural, construction, newsprint)
paper cutter, paper punch
paste and paste brushes
pegboards and pegs (for number and geometric concepts)
pictures (for picture study, language development, story time)
plants, seeds, and bulbs
plastic containers
plasticine
posters
printing blocks, cards, books, pads
prisms
puppets
puzzles (varying degrees of difficulty)
radio
record player and records
scissors (nonpointed, right and left-handed)
scotch tape
seedbox
sequence story sets
skipping ropes
stapler
syphon tubes
tape (masking, mending)
tape recorder
tapes (pre-recorded and blank)
telephones (play)
tempera paint
textured materials
thermometer
thumbtacks
toys
television
videocassettes (pre-recorded and blank)
viewmaster
yarn

4.4 TEACHER-MADE EQUIPMENT

The following are examples of teacher-made equipment to supplement materials supplied by the Department of Education or individual school boards or schools.

Files.
Make picture files. Topics can include: the seasons, special days, animals, children, (activities and feelings), weather, transportation, natural resources, (water, rocks, the sky), homes, clothing, families, foods. During the year, the children will like to collect more pictures for the files. Collect materials related to the pictures. Store the materials near the file. Make a poetry (comptine or nursery rhyme) and finger-play file. Keep this file in the group assembly area.

"Feel" Boxes.
These contain materials for comparison -hard, soft, heavy, light, and rough, for example.

Dress-up Centres.
Convert old clothing to fit children.

Puppets and Puppet Stages.
Make puppets of paper and cloth and stages from carboard boxes.

Television Sets.
Use large cartons.

Experience Charts

Murals and Mobiles

Tapes.
Stories told by the teacher and/or the children can be taped.

Photographs.
Take children's pictures for bulletin boards, scrapbooks, graphs and so on.

Big Books.
Make your own big books of favourite or group stories to supplement your collection of commercial big books.

Slides

Vocabulary Charts and Flash Cards

Jigsaw Puzzles.
Cut pictures from magazines, mount them on cardboard, and cut them in puzzle pieces. Keep pieces in large envelopes with an art duplicate of the contents on outside of each envelope.

Shapes Box.
Cut circles, triangles, rectangles, squares of varying shapes, sizes, and colours from cardboard. Make your own attribute blocks.

The Alphabet for Each Child.
Cut capital and small letters from tagboard and store in each child's box or in empty containers.

In selecting equipment and supplies for the kindergarten classroom, teachers and principals must consider the following criteria:

Cost.
The amount of money spent for equipment is an important consideration. Price can be a false yardstick, however. One must consider durability, quality, and usefulness. Inexpensive items can sometimes be a waste of money.

Durability.
Equipment used by children will receive hard wear. The quality of the article must be judged - the care with which the equipment is fabricated, the way pieces are joined, and the type of finish applied.

Safety.
Materials used by children must be safe. Teachers should avoid equipment made with toxic materials, plastic bags, sharply pointed

scissors, and so on.

Relevance to the kindergarten program. Supplies should help to further curriculum goals and provide for children's needs in all areas of development.

4.5 INSTRUCTIONAL RESOURCES

The instructional resources used in the French immersion Kindergarten will include authorized materials, commercial materials, teacher-made materials and child-made materials.

Many materials will require adaptation or modification to make them linguistically suitable for the immersion Kindergarten. Teachers will find that English materials, Core French materials, and francophone materials can all be adapted for use in the immersion classroom.

Whatever their source, resource materials should:
- be of an appropriate linguistic and conceptual level.
- promote activity-inquiry learning.
- facilitate the attainment of curriculum objectives.
- permit individualization of instruction.
- be attractive, durable and safe.

A list of recommended resource materials is contained in Appendix H.

4.6 SCHEDULING CHILDREN'S ACTIVITIES

In scheduling children's activities in the kindergarten immersion classroom, it is recommended that the first part of each session be devoted to Language Arts (developing oral comprehension). In this way, the children are fresh and more open to listening attentively to their teacher who speaks only French.

There are certain principles of scheduling to consider in determining how to arrange a timetable for kindergarten classes:

- A balance between active and quiet periods of time.
- A balance between group and individual activities.
- A balance between individual interest and participation in group interests.
- Curriculum balance. There is no need to have children involved in every area of the curriculum every day.
- Flexibility. Children are sacred; schedules are not.

It is recommended that teachers respect the following time allotments when planning their schedules.

SUBJECT	PERCENTAGE OF TIME
Recommended Time Allotments	
Practical and Fine Arts (Physical Education, Music, Art)	20%
Sciences (Mathematics, Science)	25%
Language (Language Arts)	25%
Self and Society (Social Studies, Health, Religious Education)	20%
Optional	10%

Sample schedules for the Kindergarten school day are located in Appendix E.

4.7 ORGANIZING FOR INSTRUCTION

In the kindergarten immersion classroom, a variety of types of instruction will be used and therefore a variety of organizational strategies needed.

Teacher-directed instruction will be required for many activities. Teaching a song, *comptine*, or game, reading a story or poem, giving a demonstration or developing an experience chart all require the teacher's direct involvement, generally with the whole group of children.

Other types of tasks or activities will call for teacher supervision of small group or individual efforts, as well as some teacher intervention. Personal reading, story writing, individual or group art activities, learning center activities and skill practice activities are some of the tasks which the teacher will supervise rather than direct. These types of activities allow time for conferences with individual children or with small groups.

Still other activities require a minimal amount of teacher supervision; generally, only some of the children would be involved in these types of activities at the same time. Listening center activities, sustained silent reading and free journal writing usually require minimal supervision.

In order to cope with the wide range of needs of the kindergarten children, a variety of organizational schemes are needed. Grouping is one way of organizing for instruction which facilitates learning and permits individual needs to be met.

Some types of activities lend themselves well to small groups, but it must be remembered that the whole class is a group and that certain activities are suited to whole class participation. Togetherness must not suffer because of grouping.

Grouping procedures must be flexible and allow children to work in a variety of types of groups. Grouping is for instruction and learning, but should not indicate social or academic status. Groups vary from activity to activity, often depending on factors such as interests or special needs.

Another key element in grouping is independence and knowing how to work in groups. The kindergarten child will need to develop the necessary skills and habits, but the teacher can facilitate this development by providing a clear purpose, suitable materials, and a relaxed and supportive environment.

Control by the teacher is essential if grouping is to work well. Children must be encouraged to work together cooperatively; the teacher must however be present to ensure the smooth and orderly functioning of the groups. Rules for group activities should be clearly defined and enforced.

4.8 LEARNING CENTERS

Learning centers are distinct areas of the class devoted to certain learning activities. These activities provide concrete hands-on experiences, related to the various objectives of the curriculum. Centers are one means of providing for individual and small group instruction. They assist the teacher to effectively meet individual needs.

Learning centers provide active learning situations. They promote responsibility, independence, and cooperation while serving as motivators to the children. They also allow the teacher to work with individual children or with small groups, or to observe specific behaviours.

For learning centers to function effectively, careful planning is necessary. In the setting up of any learning center, it is important to follow these basic steps:

1. Determine the specific learning objectives.
2. Choose appropriate teaching and learning strategies and activities, and identify the necessary vocabulary and structures.
3. Select resources and materials.
4. Set up the centers.
5. Introduce and develop the required second language items and structures.
6. Show the children how to use the center.
7. Evaluate children's learning, the resources or materials and the activities.

Learning centers can be used in a number of ways in the kindergarten classroom. Their use should facilitate student learning and teacher intervention, therefore flexibility is recommended.

Learning center activities allow:

- part of the class to work independently while the teacher is involved with remedial and enrichment groups.
- the involvement of all children for a specified block of time, freeing the teacher to observe students, note problems, identify concepts or skills which need reteaching, hold conferences with individuals or small groups, and reinforce French language skills.
- the introduction or development of new concepts or skills in any curriculum area.
- second language development within the framework of hands-on experiences and active learning.

Language acquisition is an important part of every learning center activity. A major concern regarding learning centers in immersion classes is that the children will use English and that the development of their French language skills will suffer. Although this is certainly a concern, the immersion teacher can facilitate the use of French at learning centers in various ways. Children must be exposed to pertinent vocabulary and structures a number of times before they can be expected to integrate French into their talk. The teacher can help in this regard by introducing the various centers and their elements to the class, giving the precise terminology. Songs and stories which relate to the focus of the learning centers can be beneficial, as can the sharing of ideas and of experiences in the different centers. By circulating among the children at the various centers questioning, commenting and strongly encouraging children to use already known vocabulary, the teacher can take an active role and reinforce vocabulary.

A follow-up discussion/sharing time is extremely important in the immersion class after small group tasks or learning center activities. Although follow-up can take a variety of forms, it is nonetheless an integral part of the activity. Time spent in this way is not wasted; through informal discussion and sharing of ideas and experiences, language will be reinforced and children will be provided with a deeper understanding of the concepts and skills. The recording of information or findings on experience charts is a useful technique to use in the follow-up activities. Exposure to written language in all subjects is extremely important.

A learning center approach can be successful in French immersion if provision is made that the centers be operated in French. Teacher aides, French-speaking parent volunteers and/or older students often can help in these situations. The advantages of a learning center approach are numerous; besides encouraging children to take an active role in their learning, this approach promotes both independence and collaboration between children. It allows for individual learning styles and rates, responds to the needs and interests of the group, provides reinforcement and enrichment activities, while meeting the curriculum objectives and allowing for the development of the child on cognitive, social, affective and physical levels.

With careful planning, learning centers can be incorporated into the classroom to provide effective learning activities. The types and arrangement of learning centers should be in keeping with the objectives of the kindergarten program. Certain learning centers are considered essential to the kindergarten program. The following centers are found in most of the province's French immersion kindergarten classrooms:

Listening Center/Centre d'écoute
Housekeeping/Dramatic Play Center/coin de cuisine/art dramatique
Library Center or Book Corner/Coin de lecture
Group Assembly Center/Le Foyer
Language Arts Center/Centre de langage
Music Center/Coin de musique
Physical Education (Movement Center)/ Coin de mouvement
Mathematics and Science Centers/Centre des mathématiques et sciences

Other centers that the teacher might wish to organize include the following:

Block Center/Centre des blocs
Art Center/Centre des arts plastiques
Sand Play Center/Centre de sable
Water Play Center/Centre de jeux d'eau
Manipulative Materials Center/Coin d'activités
Display Center (for any curriclum area)/
Centre d'exposition

The amount of classroom space varies from school to school, and teachers should not be discouraged by a lack of classroom space. Simplicity should be stressed in the small classroom and clutter avoided so that children can be responsible for maintenance. Materials should be well-organized and accessible. Some centers, such as the Coin de lecture and the Centre d'écoute are permanent; others can be, and should be, changed periodically.

Small classrooms may only be able to house three or four centers at a time. Some teachers may decide to combine centers; for example, a Math/Science center and a Social Studies/Health center. Multigrade classrooms need not duplicate centers (eg. Math) for all grade levels. Equipment and materials to accommodate children at all levels may be placed at one center. Learning centers are not for show; they are, as their name suggests, for learning. They cannot replace the teacher and therefore they cannot be the prime source of instruction in the immersion kindergarten classroom.

Learning centers are used for motivation, reinforcement, and enrichment. They support a particular ongoing curriculum activity or theme. At certain times, theme display tables may be utilized. Learning centers can sometimes be arranged to integrate learning. For example, in exposing children to shapes (eg. *un cercle, un rectangle* or *un triangle*), the following materials could be prearranged in the centers:

- In the listening center, a story and songs which are about shapes.
- In the mathematics center, materials for fishing for shapes, games using shapes, a flannel board with felt shapes for making or extending patterns.
- In the reading center, books about various geometric shapes such as *Les formes* (Coccinelle: Copp Clark Pittman).
- In the block center, blocks of various geometric shapes.
- In the physical play center, bean bags of different geometric shapes to toss at geometrically-shaped targets.
- In the manipulative center, sorting boxes for geometric shapes.
- In the art center, precut construction paper circles, rectangles, and triangles for making collages.

Kindergarten teachers can use learning centers as an instructional method when they feel it is appropriate to do so. They can use only a few centers at the beginning of the year and add basic equipment as it is demonstrated. They can experiment with room settings and space. They should keep in mind that the four dimensions of a learning environment are space, things, time, and people. Space can be planned to facilitate communication and allow children to successfully complete tasks. The content of the curriculum revolves around instructional materials (things). Time conditions and facilitates learning. People, however, are the most important dimension of the learning environment; all learning in the kindergarten classroom is communication among people. With the help of the teacher, the five-year-old learns from people and things, learns how to use space and time, and learns to communicate in the second language.

Very expensive and sophisticated learning centers are not necessary, and teachers should not worry because they do not have an abundance of materials. Teachers need adequate materials but it is true that an abundant supply of materials can give a false sense of security about what is really happening in the kindergarten classroom. Teachers know, however, that kindergarten children need places to:

- Tape-record their own voices
- Play games
- Display
- Talk and listen
- Experiment and discover
- Play with blocks
- Sing
- Jump, skip, hop, run
- Sit and think
- Listen to music or stories in French
- Read and be read to
- Dictate stories
- Write on their own
- Play with sand
- Dress up
- Paint, draw, cut, construct
- Role play
- Play with water
- Observe
- Watch films or television programs in French
- Manipulate concrete objects and learn with hand, eye, and brain

A description of learning centers recommended for Kindergarten Immersion classes is located in Appendix B.

4.9 TRANSITION FROM KINDERGARTEN TO GRADE ONE

Moving from one grade to another can be difficult for children who are attached to their teacher and who are accustomed to a certain routine. It can be even more difficult for kindergarten children going to Grade One. French immersion kindergarten children have had to orientate themselves to a new environment, while managing to function in a new language. Just as they begin to feel comfortable with the new language, they must prepare for the move to a new classroom and a new teacher.

The transition can be facilitated if the teacher plans ahead and throughout the year arranges activities which will bring the kindergarten children in contact with the Grade One teacher, children and classroom.

Among the ideas which teachers have implemented for this purpose are the following:

1. **exchange visits -** Kindergarten children go to the Grade One class to sing songs, recite rhymes, or even to put on a little play.

2. **have a party -** The Grade Ones make invitations and decorations and invite the Kindergarten children.

3. **teacher exchange -** The kindergarten teacher switches classrooms with the Grade One teacher for a period of time.

4. **class exchange -** The Kindergarten children go to the Grade One classroom with the Grade One teacher while the Grade One children go to gym, music or the Kindergarten classroom.

5. **field trips** - Both Kindergarten and Grade One students share a field trip to the library or park.

6. **association** - Towards the end of the year, the Grade One child can pick a kindergarten child to read to in the Grade One classroom.

7. **experience charts** - The kindergarten teacher has the kindergarten students share their thoughts on going to Grade One.

8. **recess-time** - Grade Ones go out with kindergarten children for recess.

9. **whole-group sessions** - Periodically bring both sections of Kindergarten together.

It is important to acknowledge the kindergarten child's apprehension regarding the move into Grade One, while at the same time reinforcing the positive gains of such a move. Most kindergarten children are excited about the transition. If the children have been well-prepared, the move from Kindergarten to Grade One will be just one more wonderful adventure in their lives.

4.10 CREATING A FRENCH AMBIANCE

> La condition la plus essentielle à la réussite d'un programme d'immersion est l'existence d'une ambiance française dans l'école où se donne le cours. On ne doit négliger aucune occasion d'employer la langue française. (Saskatchewan Education 1987)

If an immersion program is to be effective then every possible effort must be made to provide a French ambiance throughout the entire school - not just within the confines of the classroom. The importance of labelling items found in the hallways, of translating poster captions and of making announcements in French whenever possible must not be overlooked. These activities constitute more than just a "frill". They are essential if students are to reap full benefit from their immersion school day before returning to their anglophone homes.

The responsibility for creating such a French environment lies with both the French immersion teachers and the administration. **Time should be set aside at the beginning of each year to systematically plan the school's course of action for creating a French ambiance.**

Activities which would be useful in creating a French ambiance include:

- French music over the PA system at recess and lunch time
- Visits from French theatre or music groups
- Visits from francophones living in the community
- French bulletin board displays in the corridor
- Student broadcasts/announcements in French
- Singing of `O Canada' in French at assembly time or over the PA system,
- Mini French week
- Sharing between classes (ie plays, concerts)
- Preparation of French meals
- School wide celebration of French holidays/events
- Exchanges with francophone school

children via letters, videotapes, cassette tapes, phone calls or actual visits

Some community contacts which might be helpful in trying to bring more French into the school include the following:

- the local francophone association
- francophone professionals in the community
- college/university staff members: French Department, Faculty of Education (French Methodology Section)
- federal government agencies

5. LANGUAGE IN THE FRENCH IMMERSION KINDERGARTEN

CURRICULUM

5.1 INTRODUCTION

The French immersion kindergarten curriculum consists of experiences that the teacher, with the support of the school, consciously and purposefully provides for young children. These experiences are determined by the goals of kindergarten education and the unique needs of children. The teacher is the implementor of the curriculum; s/he is the most powerful influence upon the kindergarten curriculum. What the teacher knows and believes about children and the learning process determines the learning atmosphere. Together with the children, the teacher translates the curriculum into a pattern for daily living in the kindergarten classroom.

Five-year-olds want to learn about their environment and about the world outside home and school. They are able to concentrate on an area of interest and they enjoy venturing to the school or community library, the supermarket, the fire station, and other places of local interest. Through excursions, observations, and language experiences in the class group and small group situations, horizons are broadened, knowledge extended, and understandings deepened. Music, songs, games and art reinforce second language acquisition. Interest in the world around them is aroused and increased through science and mathematics. All learning of the familiar curriculum areas of the primary school are firmly rooted in Kindergarten, in the sense that fundamental concepts in these areas are within the grasp and interest of five-year-olds and are not left to chance learning.

The kindergarten curriculum should be flexible; it must consider children's needs and interests, and stimulate and extend new interests. Kindergarten children should be exposed to a wide range of academic learnings. There should not be a ceiling on learning. The scope, too, should be wide - encompassing activities in language arts, mathematics, science, social studies, music, art, health, physical education, religion, and family life education. This is not an overcrowded curriculum; it is a life-as-it-is curriculum. The common denominator of activities and subjects is the child. The teacher must be knowledgeable in the subject areas and approach them in many ways - in theme work set in organized blocks of time, in discrete learning episodes, at learning centers, and by seizing opportune learning moments.

The recommended curriculum model is the Cognitive-Discovery Model based on the child development theory of Jean Piaget and the instructional philosophies of Maria Montessori and John Dewey. In brief, the objectives of the model are as follows:

- to create a stimulating classroom environment that is responsive to children's cognitive, affective, and psychomotor needs.
- to help children develop a positive self-concept and strengthen their sense of dignity and self-worth.
- to help children develop the ability to place themselves in time and space and to

classify and order objects and events.
- to develop children's curiosity and their ability to solve problems.
- to nurture the thinking and communication skills that children will need throughout their school years and adult life.
- to develop perseverance, self-discipline, and independence.
- to develop basic academic skills in a flexible, responsive environment.
- to foster joy in learning.

To this model, the French immersion Kindergarten adds the linguistic aspect, an environment where the language of use is not the children's first language. It goes without saying that the teacher must be fully conscious of the role of language for the child and in the total development of the child.

Entering the French immersion Kindergarten, children are faced with a new language: they explore the sounds of this language and eventually begin to imitate the language models. As their language competence in French grows and develops, the children begin to communicate using French words and phrases.

Language in the kindergarten curriculum is an integral part of every learning experience. The kindergarten environment is rich in language; it is designed to help the child discover both the power of language and its use as an avenue for creative expression. Language is the tool with which children do the great bulk of their thinking, whether that thinking is concerned with a science concept, a decision in social studies, or the solving of a problem in mathematics. Language is the major means by which ideas are shared and, therefore, it is basic to all living and learning. Knowing this, the kindergarten teacher provides a learning environment conducive to language growth and personal development.

5.2 METHODOLOGY

An immersion approach is, of itself, a method of language teaching which presents the target language in ways that show its meanings directly, without reference to linguistic or grammatical analysis or to translation. This approach has several advantages for students: it reduces interference between the native language and the target language, it encourages the student to think in the second language, it trains the ear better for reception of the new language, and it attempts to duplicate the way children learn their first language.

In a French immersion program, the child lives the language in class. The French immersion child generally enters Kindergarten with little or no knowledge of French. By "immersion" in French, s/he is required to use the language in order to participate in all the linguistic aspects of the school experience.

Because the child in French immersion does not have French, s/he does not have the language background of an already established network of ideas represented in French. Therefore the child must associate the new vocabulary with both previously known and new concepts.

French immersion Kindergarten requires an approach based on experience. Children should be actively involved in all learning, using language in their experimentation, hypothesis forming, skill development and in their expression of ideas. Hands-on activities with concrete materials, used in conjunction with the language model provided by the teacher, facilitate the development of language skills. Language must permeate all aspects of kindergarten life in order for children to develop concepts and acquire language simultaneously. In short, children must actively use language for all learning.

The French immersion classroom must provide children the opportunity for discussion and interaction in all subject areas. Children must be encouraged to express themselves in both large and small groups, as well as listen to good language models in a variety of situations. Opportunities for children to listen to their own voices on tape, as well as to listen to a variety of native speakers, can be provided through a listening center. Songs, stories and other resource materials can be used at a listening center, as well as with the entire group. A variety of experiences must be provided by the teacher, allowing room for large and small group work as well as for individual instruction. It must always be kept in mind, however, that the children's ability to comprehend the French language will surpass their ability to speak it. In the kindergarten year, opportunities for active listening must be plentiful. Production is encouraged but is not pushed, recognizing that some children need more time than others to feel comfortable in the second language.

The videotape accompanying this guide, *La Maternelle*, gives practical examples of methodology for kindergarten immersion teachers.

5.3 THE KINDERGARTEN LANGUAGE ARTS CURRICULUM

The Linguistic Environment

In order to ensure that students achieve the linguistic objectives, French immersion programs must provide students with a positive, supportive linguistic environment. This type of environment requires the following conditions:

- the use of French as the language of instruction and communication in the various subject areas;
- the provision of knowledge and skills necessary for linguistic development;
- a positive atmosphere, in which students are motivated to learn and use the language, and in which self esteem is developed.

In the context of language development in French, one of the prime objectives must be the development of listening and comprehension skills. Although the ideal is to provide a 100% French environment in which French is used for all aspects of the curriculum, the problem of resources (human and material) sometimes makes this impossible.

The kindergarten French immersion program involves, as does the French immersion program at all grade levels, three fundamental objectives in the school experience:

- the learning of the French language;
- exposure to the grade-level curriculum;
- the appreciation of French language and culture.

Language Development

Language development in the immersion situation permeates the entire curriculum. Subjects such as Science and Social Studies encourage and facilitate language growth. Because students do not possess all the necessary language in advance, opportunities for language development are built into each classroom experience. While progress may at times be slower than in regular English classes, it is important to keep in mind the nature of the immersion class where children function in a second language.

In Kindergarten French immersion, French is always used for general classroom communication, and as the language of instruction. A good foundation in French from the beginning for the children is of the greatest importance. It is the quality and quantity of language input the children receive and the opportunities for language output that govern their acquisition of language and provide the linguistic foundation from which the children will be able to produce expressive language in French.

At the beginning of the kindergarten year, however, teachers might find it necessary to use some English in their communication with the children. In the initial establishment of classroom routines, it may be reassuring to children to hear some English spoken by the teacher. If English is used by the teacher, it is important that the same ideas be expressed *in French directly before and/or afterwards.* After the first week or two, little or no English is used by the teacher except in exceptional circumstances. Discretion and sensitivity are required by teachers regarding the use of English in Kindergarten, bearing in mind that a decrease in French input may reduce French output. Where security and safety are concerned, such as in the preparation for fire drills, it is essential that all children understand completely what is involved; explanations, therefore, should be provided in both English and in French. For individual cases, it may also be necessary from time to time to address a child or a group of children in English, apart from the whole group. Sensitivity to the emotional state of individual children must be paramount. In schools where French-speaking human resources are limited, it may also be necessary to offer certain classes (i.e. music or physical education) in English.

The language acquisition process in an immersion situation is thought to duplicate in many ways the process by which the first language is acquired. Language is learned as a *whole*. Comprehension commences with the initial listening skill development and accompanies the further levels of growth in each of the language skills of listening, speaking, reading, and writing. The four components interrelate; elements of each overlap and recur in the language learning process.

All language teaching must be undertaken in the context of extensive aural and oral practice. In the immersion situation, it is by hearing the language as it is normally encountered and used that the learner is able to assimilate unconsciously the linguistic systems of the language and can begin to understand and to express him/herself in the language.

The level of spoken language achieved in the kindergarten year will vary from child to child. The average kindergarten child, however, will have a good repertoire of words, songs, rhymes, numbers, and an ability to respond to simple questions by one-word or two-word answers. Toward the end of the kindergarten year, some children may begin to express themselves in short phrases. Most children, however, may not be able to generate complete sentences at this time, and should not be pressured to do so.

The program accepts the premise that a person learns language by being exposed to it in meaningful contexts. The students must be exposed to and receive language input through as many means as can be created and as many senses as can be employed. A wide variety of means and materials are used; mime, gestures, manipulative aids, and audio-visual materials are practical examples. Teachers often need to act in exaggerated ways in order to convey meaning. While it may seem obvious to say so, the children must be *immersed* in French.

Initially, kindergarten children will respond physically *to* French. Responses such as gestures, mime and drama, as well as drawing, cutting and pasting and other responses usual in Kindergarten, are among the appropriate means by which children can show comprehension while learning to respond in French. It is only as their linguistic skills develop that they will begin to respond verbally *in* French. The program requires that students' efforts to express themselves be encouraged and reinforced constantly. The children must be given many and varied opportunities to speak French, but their use of English should also be accepted. Children must feel free to speak, in French or in English. It is to be expected that, at the kindergarten level, the most significant language learning progress will be made in the area of listening comprehension.

The program requires that the children listen actively. Good listening skills are essential to ensure comprehension of the language. As well, it is of great importance that the children listen to the teacher, for the teacher is the child's main - and often only - second language model.

The Development of Language Competence

Four language processes are involved in the development of second language competence: listening, speaking, reading and writing. It is important to note, however, that language is learned as a *whole* with these components interwoven. Language skills are integrated one with the other, not isolated. This approach to teaching is fundamental in the immersion class. The following division into separate components is for the purpose of organizing the objectives only. All language development must be guided by two basic principles:

1. Significant learning takes into account the interests and experiences of the child.
2. Significant learning activities have a real communicative intent.

Oral Language Development

Listening and speaking are interrelated. Before attempting to speak, children in a French immersion program will require many opportunities to listen to good language models. During this "passive" or "silent" period (i.e, listening, understanding before speaking), the length of which varies from child to child, children will absorb a great deal of language by listening to songs, stories, poems, speakers. They will later venture into an active stage of producing language.

Some children may re-use a word or expression immediately upon hearing it, while others will prefer to listen for a longer time before attempting to speak. Although both learning styles are valid and respected, all children are encouraged to speak in non-threatening situations through the use of songs, games, poems, chants, and rhymes.

In the beginning stages, children will listen to models of the French language and respond in English. Over time, as more and more vocabulary is assimilated, children will begin to insert French words and expressions into their English sentences until eventually entire utterances are in French.

Although listening and speaking are interrelated, for the purpose of this guide, in order to focus upon strategies and activities specific to each, they are addressed separately. This separation is not intended to downplay the importance of either of these skills nor to suggest that in the language learning environment one be separated from the other.

Aural Comprehension

Since French is the language of instruction in immersion classes, it is easy to assume that aural comprehension will develop naturally, in the same way as in the first language. However, aural comprehension ("le savoir écouter") should not be confused with listening ("entendre"). Aural comprehension involves much more than simply attending to a message. The process involves listening, evaluating, comprehending and interpreting. In second language learning, it is basic to all further language development.

Aural comprehension is therefore one of the most essential parts of the kindergarten immersion experience. Through the French heard constantly around them in class, the children internalize the patterns and sounds of the French language just as they did with their first language in the first years of life. The kindergarten teacher knows that auditory skills are not enough. Aural comprehension is a combination of what we hear, what we understand and what we remember. The kindergarten curriculum therefore provides numerous experiences to enhance development of aural comprehension skills.

In the immersion class, the process of learning to understand spoken language, although similar to that of first language learners, is unique. Children already possess competence in their first language; they are aware of the communicative potential of language. Children must be exposed to a rich variety of language, presented in context.

Visual or concrete support is provided whenever feasible; nonverbal aids such as gestures, mime or exaggerated intonation are used. The overall aim, global comprehension, necessitates the use of a variety of strategies to ensure the comprehension of all children.

In organizing and planning listening activities, the teacher ensures the inclusion of:

- a real communicative intent, serving to interest and motivate the children (taking into consideration the interests and experiences of the children).

- rich and varied language models and a variety of speakers (stories, poems, songs, *comptines*, puppet plays, taped songs or stories, radio, television, children's literature, visitors to the class).
- concrete aids, visual supports, reinforcing experiences, nonverbal aids.
- experiences which relate to the real-life experiences of the children and treat familiar significant themes.
- vocabulary, syntax and phonetic elements which are appropriate for the level of the children.
- sufficient contextual supports to compensate for linguistic difficulties.
- activities which require a variety of mental processes, not only memorization or recall (selection, regrouping, inference, evaluation, synthesis).
- large and small group situations, as well as individual activities.
- the opportunities for children to listen to their own voices on tape.

Throughout the kindergarten year, the teacher provides opportunities for the development of the following types of listening skills. Special attention is given to:

- attentive listening in order to be able to concentrate on a particular detail for assimilation or reaction. (e.g. Loto; Bingo; Quand je vais au marché, je mets dans mon panier.....)
- selective listening in order to find a specific element. (e.g. Loto Sonore; Rhyming pairs; Find the one that is different)
- analytic listening in order to find the parts of a set.
- synthetic listening in order to create a set from its parts. (e.g. oral puzzles; "Qu'est-ce qui manque?"; devinettes).
- appreciative listening in order to react positively or negatively to an auditory stimulus. (e.g. listening to music).
- critical listening in order to be able to evaluate cognitively. (e.g. Pourquoi? Comment? Quand? following Bloom's taxonomy).

Teacher-planned listening experiences within the Language Arts program and in other curriculum areas open up an entirely new learning world for kindergarten children. These opportunities to hear French must be provided continually in order that the children develop skills in listening in their second language.

An integral part of the language learning experience is being exposed to different speakers of French. It is important that the children listen to French in a variety of situations. Drama, for instance, is very useful in this aspect of language learning. Situations for dramatic play, incorporating both language modelling and use, could be "Une visite au parc", or "Le petit déjeuner". Teachers can add variety both to the language experience and to the school day by incorporating different forms of language use into the daily plan of activities; some examples are conversations, role playing, drama, poems, songs, storytelling, and language games. Television, videotapes and films are also valuable aids in providing exposure to authentic speech.

Oral expression

In oral communication, both production (speaking) and reception (listening) are necessary. One cannot exist without the other. Just as aural comprehension activities are not undertaken in isolation from speaking activities, so oral production activities go hand in hand with aural comprehension activities.

In language development, be it first language or second language, oral expression develops because of a need to communicate (Savignon, 1983). The need to communicate precedes the act of speaking. The more one needs to communicate, the more one speaks. This need may at times have to be orchestrated by the teacher in order to elicit speech.

Research on French immersion programs (Swain and Lapkin, 1984) has shown that students generally have strong receptive skills (aural comprehension and reading comprehension) but weaker productive skills (oral expression and written expression). This would seem to indicate that more time is often spent listening and reading than speaking and writing in immersion classes.

It is important that the children be given time to talk and be encouraged to feel that they have time to talk and things to say. Children's spontaneous responses will develop in accuracy and complexity as the year progresses. The teacher can insist from the start that children use, in French, set phrases or prefabricated patterns for daily class routines, such as, "Est-ce que je peux __?"; "J'ai fini."; "Je veux ___."; "Donne-moi __." No child, however, should feel pressured into producing French speech before s/he is ready.

A selection of suggested beginning classroom expressions is provided under the heading *Vocabulaire et Structures de Base* in Appendix G.

At the beginning of the school year, the children should be encouraged to repeat key words or sentences in order to facilitate the routine of the classroom, as well as to give them a sense of control of the French language. Repetition, although an important aspect of learning a second language, should be incorporated with creative activities throughout the year.

In the immersion Kindergarten, the children must have the time and opportunity to:

- show an interest in discussion;
- express themselves (in English or in French) in large and small group situations;
- learn to control their voices (intonation, pitch, loudness);
- express their thoughts and feelings;
- experiment with oral language;
- ask questions and make hypotheses based on what they have heard;
- tell or retell stories and recount experiences;
- explain how to do, make, or organize something;
- build a repertoire of French vocabulary and structures;
- use some complete sentences and formulate expressions in French;
- invent alternate endings for stories, songs, *comptines* or rhymes;
- practice turn-taking in conversation;
- repeat French words and phrases with the intonation and rhythm of the model;
- provide words which rhyme with a given French word;
- develop a positive attitude towards communicating in French;
- develop their oral French skills at their own rate.

As children play, experiment, work, cooperate, and learn in the immersion Kindergarten, the teacher asks questions, expands on children's responses and provides a French-language model for new words and expressions. S/he offers suggestions, explanations and helpful comments, while encouraging the children to verbalize and extend their language in structure and vocabulary, meaning and articulation. Appendix C may be consulted for useful activities, games and songs for the beginning of the kindergarten school year.

The teacher provides a running commentary on her/his own activities or those of the children. S/he explains how to do a task by demonstration and by using concrete supports. S/he promotes discussion, "sharing", role-playing, games, singing and drama in order to encourage language development. S/he models oral language in rhymes, songs, stories, routine phrases and children's literature, and encourages the children to use French to express their own ideas. A class "full of language" must promote the active participation of everyone in the class. It is vital to language learning that the learner not only receive language but also express it.

Children in the early stages of learning French will need opportunities to respond *to* French in active ways such as through drawing, mime, activities, games, and so on. Verbal responses in English are to be expected and are valuable when they show that the child has understood the French used. The children usually first speak French by imitating the teacher or other French language models. Children should repeat the key expressions used in classroom activities as they take part in them. The teacher can elicit spoken language by encouraging repetition, choral speaking of phrases and nursery rhymes, singing and dramatization of nursery rhymes, fairy tales and songs.

In the immersion Kindergarten, the teacher is acceptant of all attempts by the children to express themselves in French. Emphasis is placed on the message being communicated rather than on surface structure. As long as errors do not interfere with the fundamental meaning of the message, the teacher does not immediately correct the child and interrupt the flow of conversation.

One strategy which might be used to "correct" a faulty structure is echoing or questioning, as in the following example:
Child: Paul's sac is par terre!
Teacher: Le sac de Paul est par terre?

Listening carefully to the children's language usage and attempts to express themselves in French will allow the teacher to note the specific areas which need work and to then plan games and activities which will provide correct language models and opportunities for practice.

During the early stages of second language development, many children go through a "passive" stage or "silent period" (Krashen, 1984). The length of this period will vary from child to child. Some children are eager to try out new vocabulary and structures early on, while others continue using only English for quite some time. With time, the children will begin to insert French words and structures into English sentences and later produce entirely French utterances. Children's attempts to use French must be constantly encouraged, but their use of English must be accepted. An accepting, non-threatening, encouraging environment will do much in the development of children's oral competence in French. In conjunction with constant exposure to a variety of rich language activities in all areas of the curriculum, creating such an environment will ensure that children develop positive attitudes and come to use French spontaneously and with confidence.

Literacy Development

In recent years, researchers have begun to explore the relationships between reading and writing. While the research conducted to date fails to specify precisely how writing influences reading, the available information would seem to indicate that an introduction to writing should not be delayed until children have achieved proficiency in reading (Clay, 1975). Reading and writing are complementary parts of the written communication process. In the kindergarten year, teachers focus children's attention on the communicative nature of writing and encourage an awareness of the *purposes* of reading and writing. Written language naturally complements the oral language development of the child. Key words, phrases and expressions can be used to accompany pictures, murals or bulletin board displays. Lyrics to songs can be posted in the classroom, objects or pictures labelled, and familiar rhymes or *comptines* written up and illustrated.

While pressure should not be placed on children to read in the kindergarten immersion year, opportunities for contact with the written language should be plentiful. Games such as word association, where a pictogram is associated with the written word, should be available in the classroom for children who may be interested or ready for this type of activity. Using stamps for written words (pictograms) is only one way to encourage children to communicate with their peers and the teacher. Children invent their own sentences even before they have developed their fine motor control. (See Writing Section).

At the kindergarten level attention is drawn to the function of written language more so than to its form. Children become aware that written language can be used for a variety of purposes, including the following:

• to tell us what to do (regulatory)	instructions, directions (ARRET signs, SORTIE signs)
• to tell us what things are (representational)	signs, notices, labels (GYMNASE, TOILETTES)
• to tell us what people think or feel (personal)	opinions, expressions of like/dislike (J'aime...)
• to play with words for their own sake (imaginative)	jokes, puns, rhymes

The Kindergarten class, then, provides for the integration of print into all activities and all domains. Print is used for many purposes, all of which serve to stimulate and support the development of literacy in the kindergarten child.

Girard (1989) proposes the provision of a print-rich environment at the kindergarten level:

> Nous proposons, pour amener l'enfant à lire et à écrire, d'utiliser des écrits quotidiens et fonctionnels, c'est-à-dire des imprimés en relation avec la vie de la classe. Des écrits accessibles et disposés de telle sorte que l'enfant puisse y accéder pour chercher ou vagabonder comme bon lui semble. Des écrits affichés qui témoignent de la vie scolaire des enfants. Des écrits utiles à l'enseignante et à l'enfant pour informer, pour suivre une démarche ou pour faire plaisir. Les écrits de la classe doivent remplir des fonctions de plaisir, de communication, d'information, de réglementation, de découverte et d'expression. Amener l'enfant à chercher du sens dans le discours graphique qu'il voit, le rendre actif au contact d'une phrase, d'un mot ou d'un court texte, c'est lui permettre d'affirmer sa motivation, son goût et son plaisir de jouer avec les signes graphiques. L'amener à interroger l'écrit, l'éveiller et renforcer sa curiosité, c'est l'aider à adopter une attitude de vrai lecteur. (p. 17)

Daily contact with a variety of types of print and of print-oriented activities must become a priority for the Kindergarten class and must go hand-in-hand with oral language development.

Reading

What is this mysterious process called reading? What is entailed in learning to read? Should reading be taught in the French immersion Kindergarten? French immersion kindergarten parents often have even more specific questions, such as, "Should I teach my child to read in English at home? Should I try to read to my child in French?" While research alone cannot supply any definitive answers as yet to some of the above questions, previous experience in the field can illuminate the way to proceed.

What is reading? Reading has been defined as getting a message from many graphic representations of meaning - for example from text, pictures or diagrams. It is also necessarily the process of understanding, interpreting, reacting to, and assimilating a message expressed through written symbols. The reader must understand the meanings of word symbols in the context in which they are used. Recognizing and understanding words should be considered reading, and children should be encouraged to feel they are reading at this point.

Children whose attention is focused on words during the beginning stages of reading instruction often come to believe that competent readers are those who get all the words right; consequently, they have difficulty accepting reading as a thoughtful, thought-getting process. Reading must be introduced and maintained as a *thinking process* even during the very early stages when the mechanics of word perception are an important concern.

The teacher's definition of reading as a process by which children derive meaning from print will help him/her plan instruction that keeps meaning and mechanics in proper perspective. The focus and bulk of instruction cannot be on phonics and word-identification; the focus must be on *meaning* in context. Nevertheless, to ignore the letter-sound relationship and to fail to give young children experiences with the written form of a word is as serious a mistake as defining reading as decoding. However, facility in decoding and in recognizing sight words is of no value unless children can get meaning from the words they pronounce. The teacher emphasizes meaning over decoding and context over isolated phonics.

Should reading instruction begin in the French immersion Kindergarten?
Reading instruction should begin with the natural interests and concerns of the child. This approach to reading is the best method for beginning reading instruction. *Unleash the ideas of the child*, capture them on paper and use them for reading and writing material. This approach to reading uses children's oral language and experiences to create personal reading materials. It is based on the theory that reading has the most meaning for children when the materials being read are based on their ideas and are rooted in their experiences. With this approach, children begin to realize that: "What I think about I can talk about. What I can say I can express in writing or someone can express it for me. What I write I can read, and other people can write for me to read".

This psycholinguistic dimension of reading is especially significant in the initial stage of learning to read, when the child first translates unfamiliar print into familiar speech. Everyday examples would include the teacher writing down a child's interpretation of a picture or painting, labelling classroom objects, recording the children's experiences, writing collective stories, exhibiting written versions of comptines, songs and rhymes.

Le vécu de l'enfant is the starting point for introducing children to reading through the language experience approach. The process may be diagrammed and explained as follows:

1 2 3 4 5
Le vécu de l'enfant - Ideas - Oral Composition - Writing - Reading.

Children are guided by the teacher in a discussion of an experience (e.g., Une visite à la ferme). Ideas are shared by the group and echoed by the teacher in French. Children organize their ideas orally under the teacher's direction and select the ones they want to record. The teacher prints in French the ideas expressed in English. S/he reads the text together with the children. These group compositions are often revisited and provide many connections between the oral and written word (e.g., conventions of the French language, directionality and identification of familiar letters or words). It is a good idea to keep these texts in a *Grand livre de nos propres histoires*. Child-produced print is of great importance in literacy development.

In Kindergarten, importance is placed on the development of literacy skills. The

French immersion program seeks both to nurture in the child a desire to read and to establish a key or basic vocabulary of words, phrases and expressions in French that will allow the child to function in an everyday French milieu and allow her/him to begin to read.

A good oral background is a prerequisite to learning to read, regardless of the language. In the case of French immersion, children do not have the oral language background in the language that they are learning to read. The French immersion kindergarten year, therefore, attempts to provide this necessary aural/oral background within the framework of a print-rich environment.

Should a formal reading program be used? One of the major differences between literacy development in first and second languages is the experience that the child has in oral language; children in immersion programs have far less experience with the oral language than do children who learn to read in their first language. For this reason, it is strongly recommended that formal reading instruction *not* take place in the kindergarten year. Rather, a language experience approach, focusing on the language and experiences of the children, is suggested.

Should parents teach their children to read in English at home? Many parents do not wish their children to experience a delay in the development of English skills and so may be tempted to "teach" their children to read in English. While it is recognized that children should be read to in their first language on a daily basis, it is not recommended that a formal English reading program be taught at home. Parents should, however, read English stories with their children and answer their questions about reading in English.

Should parents try to read to their children in French? Unless parents possess native-like fluency, it is not advisable for them to read to their children in French, since this might lead to confusion in the correct pronunciation of words.

What is involved in learning to read? Learning to read involves the whole child; it involves the internal integration of many developmental capacities and processes. Children must be actively involved in the reading task and must bring to it as rich a listening, speaking, and experiential background as the school and home environments can provide. Kindergarten French immersion children need language-centered classrooms in which there are many opportunities to talk and listen. They need to be encouraged to talk. This does not imply constant praise and centre-stage for five-year-olds. It means respecting children's ideas, talking with them (not at them), helping them discover the power that language has, and bringing them to an awareness of the effect their language has on others. Many experiences are involved in learning to read. They include the following:

- building concepts through interaction with the concrete world.
- making use of puzzles and design media.
- recording thoughts and messages.
- recognizing likenesses and differences (visual and auditory).
- classifying pictures and objects as to detail, size, and shape.
- recognizing signs and labels on shelves, boxes, and lockers.
- dictating stories to teachers and adults.

- arranging pictures in sequence.
- becoming interested in, and familiar with books.

Children's ability to read meaningfully depends upon three kinds of information cues which they use simultaneously as they read print. These cues are:

1. Grapho-phonemic cues - the printed letters and sound (letter-sound relationship).
2. Syntactic cues - the grammar structure of the sentences - the way words go together to form phrases and sentences.
3. Semantic cues - the meaning of words and concepts that the reader brings to the reading process - the deep, inherent units of meaning brought to the graphics, which influence the meaning that the print offers the child.

The kindergarten program should develop an awareness of the role of print, while seeking to teach the child to want to read and to begin to understand the written forms (words, letters) of the French language. In the French immersion Kindergarten the child learns to:

- recognize her/his own name in print, and eventually the names of classmates.
- recognize the written forms of the alphabet and numerals.
- develop left-to-right orientation and understandings of sequencing.
- recognize initial and some final sounds in words.
- be able to show in mime, or by other means, comprehension of words and of stories.
- recall details about a story told or read to her/him.
- draw conclusions about a story told or read to her/him.

The teacher keeps in mind that before children read, they need to establish a background of ideas, questions, and information related to the context. Helping children bring their own experiences into focus in this way enables them to be ready for the material and to relate it to themselves.

A language experience approach to beginning reading can work well in French immersion, keeping in mind that the child's own language experience in French is very limited. The activities will need to be short and simple. It is important to remember that reading by the child is of *known* language, i.e., of the French language that the child knows. Therefore, the fundamental activity in the French immersion Kindergarten in relation to reading is to help the child build a French language competence with vocabulary and structures that will enable him/her to learn to read.

Children's Literature

Kindergarten children must be exposed to literature on a regular basis. As young children listen to a story told or read, to nursery rhymes, poetry and songs, they absorb the language patterns along with the meaning, discover new words, hear familiar words used in new ways, and acquire new experiences to think and talk about. As they realize that reading is for information and for fun, that a book can give enjoyment or tell them something they need to know, they develop a purpose for learning to read and an eagerness to read.

There should be books within reach in every kindergarten classroom - as many books as the school's budget, public library lending, book fairs, and parents' generosity can supply. There should be some picture books for children to hold and leisurely look through by themselves. There should be illustrated books, both in the Coin de Lecture and on the teacher's private shelves for reading to the children. There should also be anthologies of stories and poems for teacher use.

Children should "read" independently each day, whether that "reading" is looking at pictures in a book, thinking about a story or poem previously read by the teacher, or actually reading a story with a simple text.

The single most important factor that influences the children's attitude toward books is the teacher's enthusiasm in presenting literature. The teacher will need to be familiar with the material in order to bring surprise, suspense, anger, tenderness, dismay, and so on, into his/her voice as s/he reads. If the teacher shows an interest in books and an enthusiasm for reading, the children's attitudes cannot help but be positively influenced.

Kindergarten children are interested in rhymes, nonsense, and repetition and sounds. They find rhythm appealing. They are fascinated by such books as:

Le Chat Patapouf (Scholastic)
Le cartable (Scholastic)
Croque, le crocodile (Scholastic)

They enjoy repeating phrases and sentences and will ask again and again for classic stories such as:
Les trois ours
La petite poule rousse
Les trois petits cochons

Stories about *everyday experiences*, school, playthings, homes, and people in the immediate environment are appreciated by five-year-olds. They find a sense of security and happiness with everyday things in stories such as these:

Les farfeluches à l'école (Casterman)
Quelle journée! (Scholastic)
La varicelle (La Courte Echelle)
Laurent s'habille tout seul (Gamma)
Le désordre (La Courte Echelle)
Le bébé (La Courte Echelle)
La collection Ploum (Nathan)

Imaginative play is part of childhood and kindergarten children like stories that personify the inanimate. They like tales in which animals talk:

Benjamin et la nuit (Scholastic)
L'ours en peluche (Héritage)
Casquettes à vendre (Scholastic)
Collection Pandi (Dupuis)
Debout, dragon! (Scholastic)
Martin l'ourson (Héritage)

Books help young children to adjust to new frightening experiences. They will enjoy listening to stories such as:

Maman s'est perdue (Scholastic)
Fanette à l'hôpital (Dupuis)
Un léopard dans mon placard (Ovale)
Une aventure d'Etienne: Le genou (Scholastic)

Young children love humour, surprise, and sheer fun. They will enjoy stories such as these:

La collection Mimi, Paul et Chabichou (Mondia)
Mille monstres (Scholastic)
Debout, dragon! (Scholastic)
La collection Spot (Nathan)

Réveille-toi, papa (La Courte Echelle)
L'habit de neige (La Courte Echelle)
Le dodo (La Courte Echelle)

Young children find pleasure in books which are illustrated using different or unusual mediums, for example:

Quel beau petit! (Scholastic)
Ah ces oiseaux! (Scholastic)
Petit bleu et petit jaune (L'école des loisirs)

Poetry, songs, rhymes and "*comptines*" must also be prominent in literature for kindergarten children.

1, 2, 3 Voilà la mère l'Oie (Scholastic)
Série Toi et moi (Nelson)

Certain books lend themselves well to role playing and drama:

Casquettes à vendre (Scholastic)
La petite poule rousse (Scholastic)
Collection Toi et moi (Nelson)
Les contes du Père Castor (Hachette)
La galette (Hachette)

Stories can encourage young children to talk about their feelings:

Collection Zunik, Le Chou-chou (La Courte Echelle)
Quelle journée! (Scholastic)
Maman s'est perdue (Scholastic)
La chicane (La Courte Echelle)
C'est bien de dire non (Héritage)

Big books make reading fun and enjoyable:

Quel beau petit! (Scholastic)
Ah, ces oiseaux! (Scholastic)
Casquettes à vendre (Scholastic)
Les trois barbichus (Scholastic)
Antoine le grognon (Scholastic)
Un, deux, trois, Voilà la mère l'Oie (Scholastic)

Deux pieds (Douglas and McIntyre/Nelson)
Arthur pensait qu'il était grand (Douglas and McIntyre/Nelson)
Collection Toi et moi (Nelson)
Collection Paul, Mimi et Chabichou (Mondia)
Collection Napoléon (The Resource Centre)
Le lièvre et la tortue (Editions Accord)
Les trois petits cochons (Editions Accord)
Boucles d'Or et les trois ours (Editions Accord)
La petite poule rouge (Editions Accord)
Collection L'image des mots (Globe Modern Curriculum Press)
Collection La boîte aux rêves (Ginn)

A positive attitude toward literature is encouraged when the teacher takes the time to read stories to the children every day. The teacher reads stories to the children, choosing and adapting literature to suit their developmental and linguistic levels. The teacher brings books to life with attractive introductions and expressive reading. Books provide an enormous amount of material for learning both language and concepts.

Shared reading experiences with the children open a wide world of children's literature to students. Print is not to be underrated, but to be built upon through more child-centered language activities. There are three levels of shared reading which assure a regular progression of learning. At the first level, the illustrations tell the essentials of the story while print is regulated to a secondary role e.g. *Graine de carotte* (Scholastic). At the second level of shared reading, the illustrations and text are equally important in deciphering the story e.g. *Bonne fête la lune* (Scholastic). At the third level, the text tells the story while the illustrations inserted at the right moment make the story more interesting e.g. *La petite poule rousse* (Scholastic).

The teacher, through encouraging the children to predict outcomes, promotes risk taking and ultimately builds the child's self-confidence that s/he has been reading well. In this way, books can open up new ways of connecting with people. Students discover and appreciate good books. They appreciate the rhymes and repetitions, the humour, drama and the power of language. Above all, shared reading can bring an appreciation and love of books to the kindergarten child.

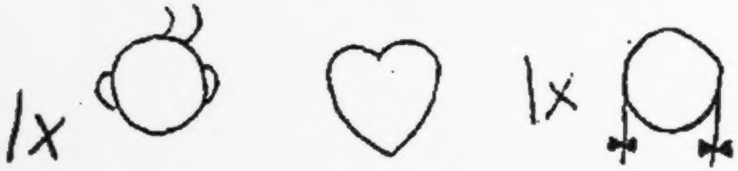
Writing

Writing in the French immersion Kindergarten can begin immediately, first taking the form of drawing. Following this, the child experiments with written language, using beginning sounds to represent words, pictograms, invented spelling, copying of words, and through experience charts modelled by the teacher. A child's drawings express her/his thoughts on a certain subject, regardless of language and should be respected and nurtured since they are attempts to communicate in written form. A certain amount of time will need to be devoted to developing printing skills, all the while exposing the child to the alphabet and the use of accents in French.

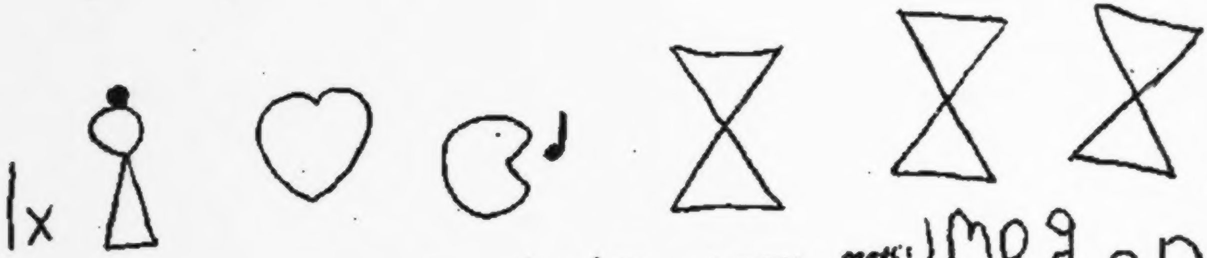
The first word a child usually learns to write is her/his name. By helping a child learn to recognize her/his name in its written form, by clearly printing it on her/his drawings, the teacher opens up a whole new way to communicate. This writing will go hand-in-hand with French oral development. Subsequently, experience charts where the child dictates feelings, discoveries and even stories, whether in English or in French, take the child to another level of eventual writing. The teacher accepts ideas in either language, modelling in French where needed and transcribes them in French. The child is delighted when they are read back, and soon comes to appreciate the written word as a foray into writing.

Pictograms can serve as another bridge to writing in the French language. Beginning with no more than ten recognizable (realistic symbols) and a few arbitrary symbols such as "J" for "jouer", the child can create sentences which can then be circulated among her/his peers who can "read" what s/he has to say. Unlike the dictated experience charts, pictograms allow the child to work at her/his own pace of language learning without relying strictly on the teacher. The child learns quickly "subject-verb-adverb-object" without having to formally study the grammar of French. The child will learn the sequence of thoughts as expressed in symbolic form based on her/his oral competence as the children begin to read each other's work. (See following examples.)

PICTOGRAMS



(Le garçon aime la fille.) Jonathan P



(Le professeur aime chanter merci merci) Megan

(Elle est heureuse.) Andreac

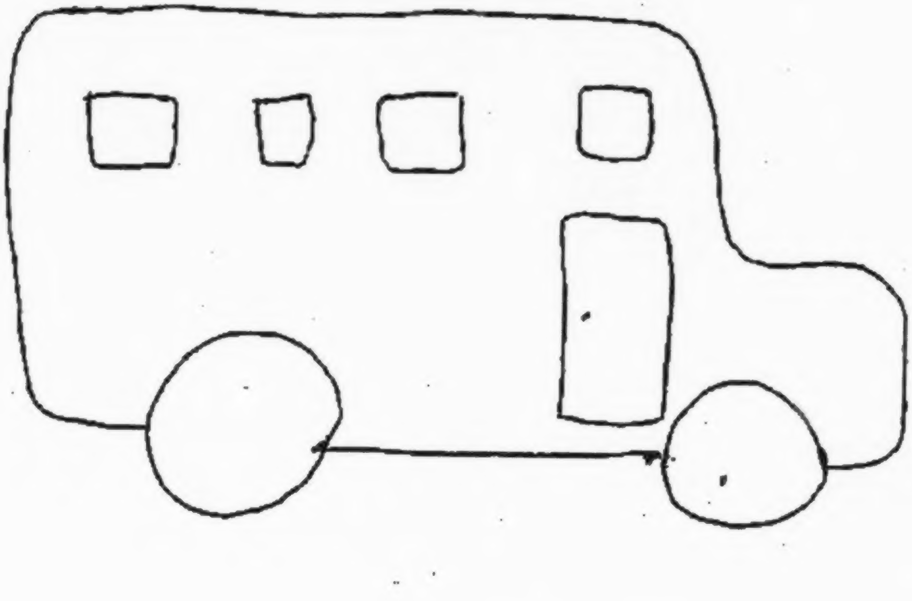
Copying familiarizes the child with formal writing but care must be taken to avoid fatigue and boredom. Teachers allow the child to experiment in the new language by accepting her/his invented spelling. A child who loves the first taste of writing will be more open to suggestions on how to write than one who is menaced by the "correct" form. (See examples on following pages.) Children have a need to express themselves in whatever form they can. The teacher is, at best, a guide who encourages all forms of communication and respects the child's efforts to becoming literate.

In the Kindergarten classroom, there are ample opportunities for providing exposure to the written language and for encouraging experimentation on the part of the child. The kindergarten year is a time for familiarization, stimulation and support; the child is brought to an awareness of the role of print and is encouraged to attempt putting ideas into print. Through the incorporation of print into the daily activities of the class, the kindergarten teacher will develop and stimulate *chez l'enfant* an interest in print; by making writing and all attempts to commmunicate through print into successful and fulfilling experiences for the child, the teacher facilitates the process of literacy development and provides the steps necessary for natural language development in the child.

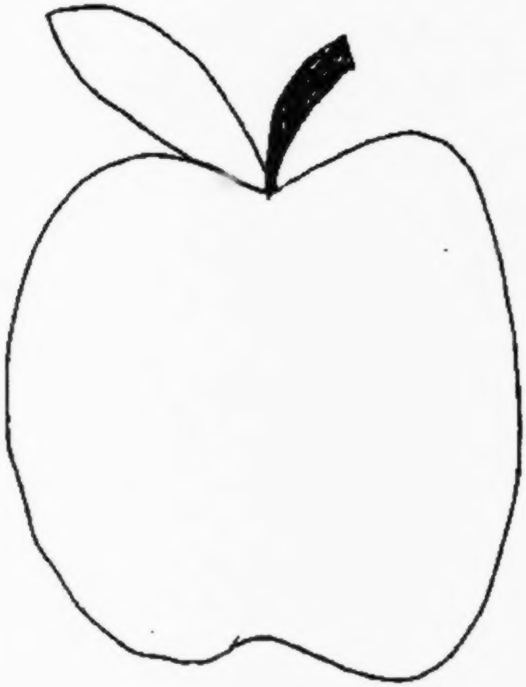
Bookmaking

Children who love to listen to stories and read books love to make their own. Teachers can encourage this activity by making material available: paper of different sizes, colours and textures; writing and drawing implements, tape, glue, scissors, staples, hole punch, yarn, string, magazines, and catalogues. One effective way of starting the young writer is through a partially dictated sentence i.e. "J'aime" copied from the board but completed by a picture of what the child likes (either to eat, or play with, etc.). (See examples on following pages.)

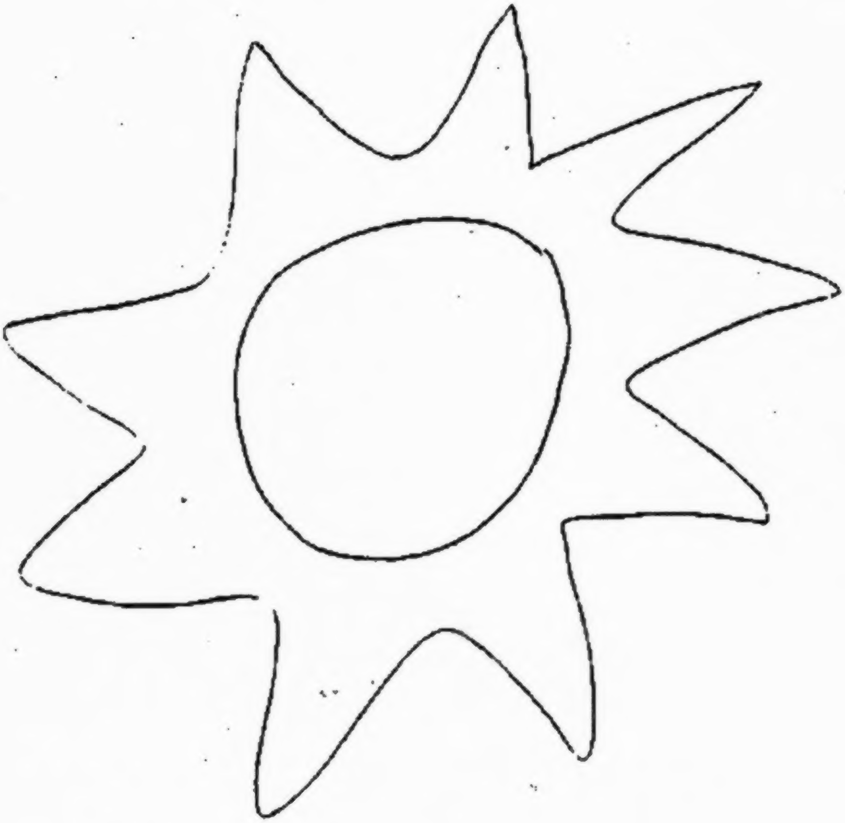
J'aime



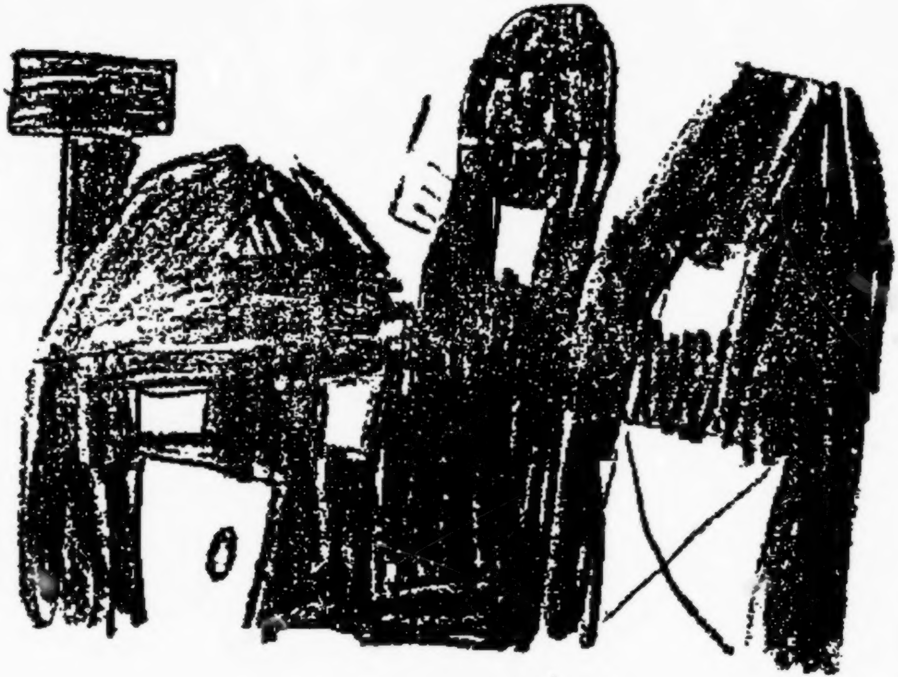
J'aime

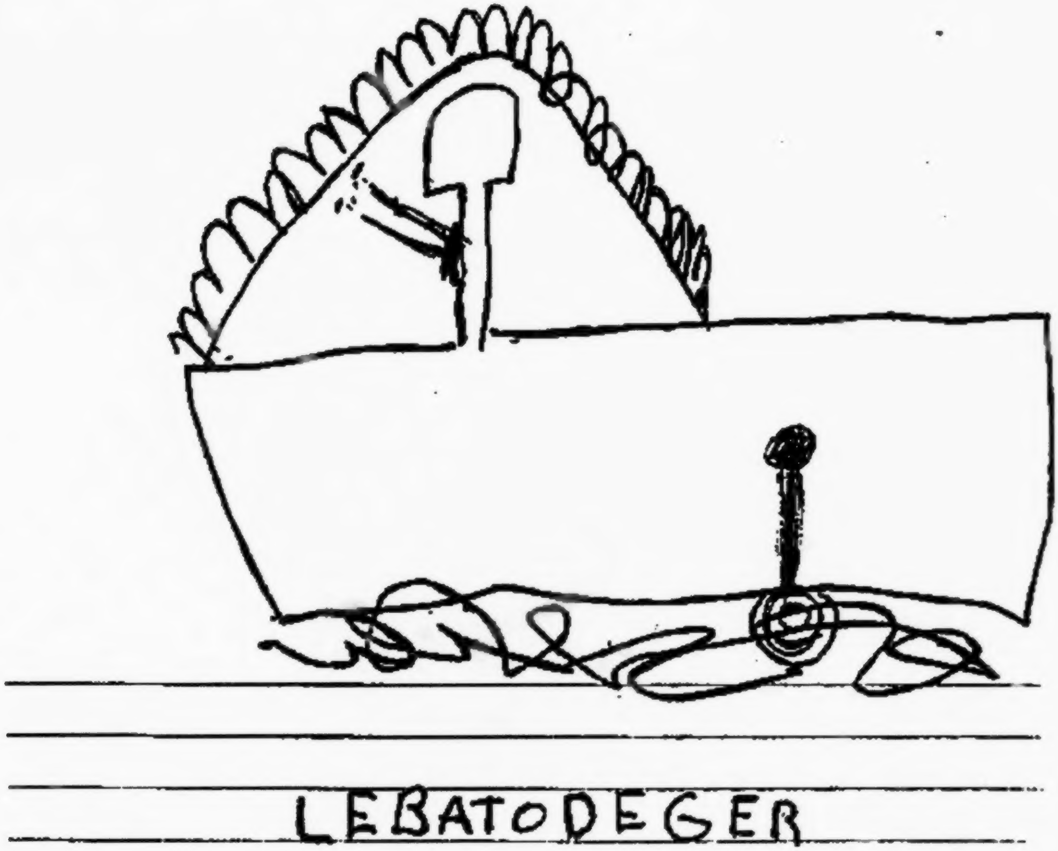


J'aime

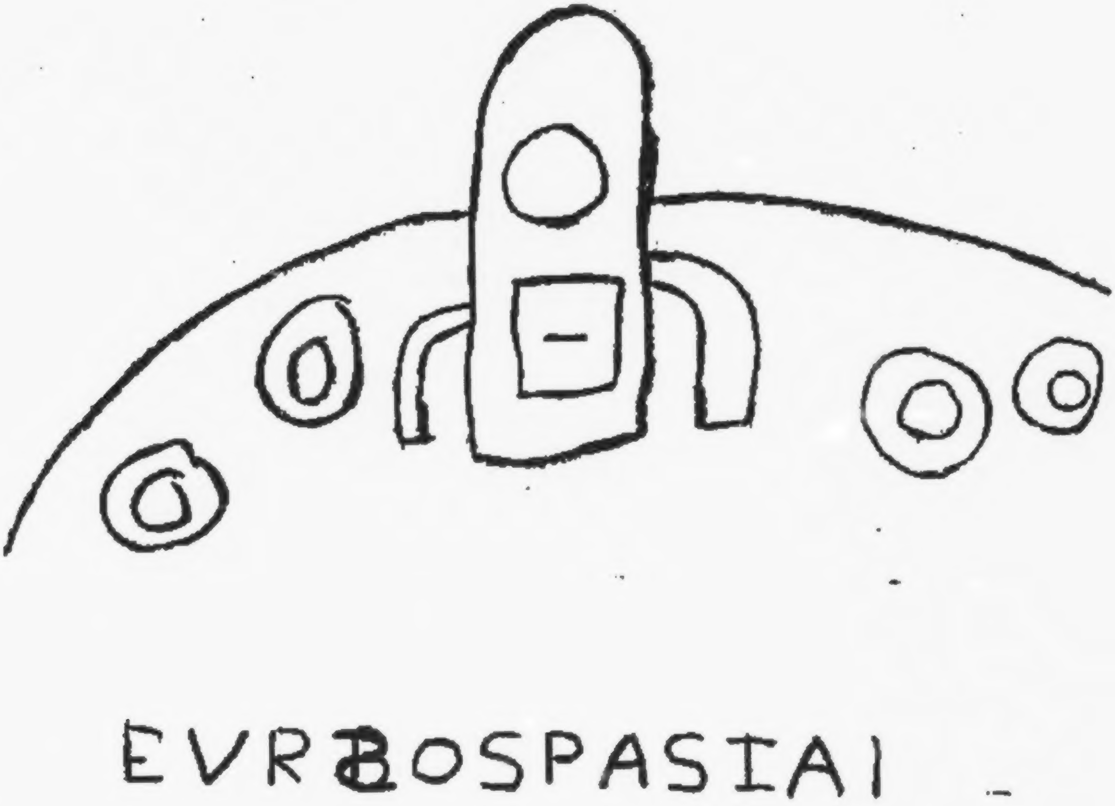


Another method is journal writing where the child, through invented spelling, retells an old story or tells a new one, usually one line to a page or simply conveys a message through drawing. This would complement the pictograms where there are only a finite number of symbols but the child has an infinite number of ideas.

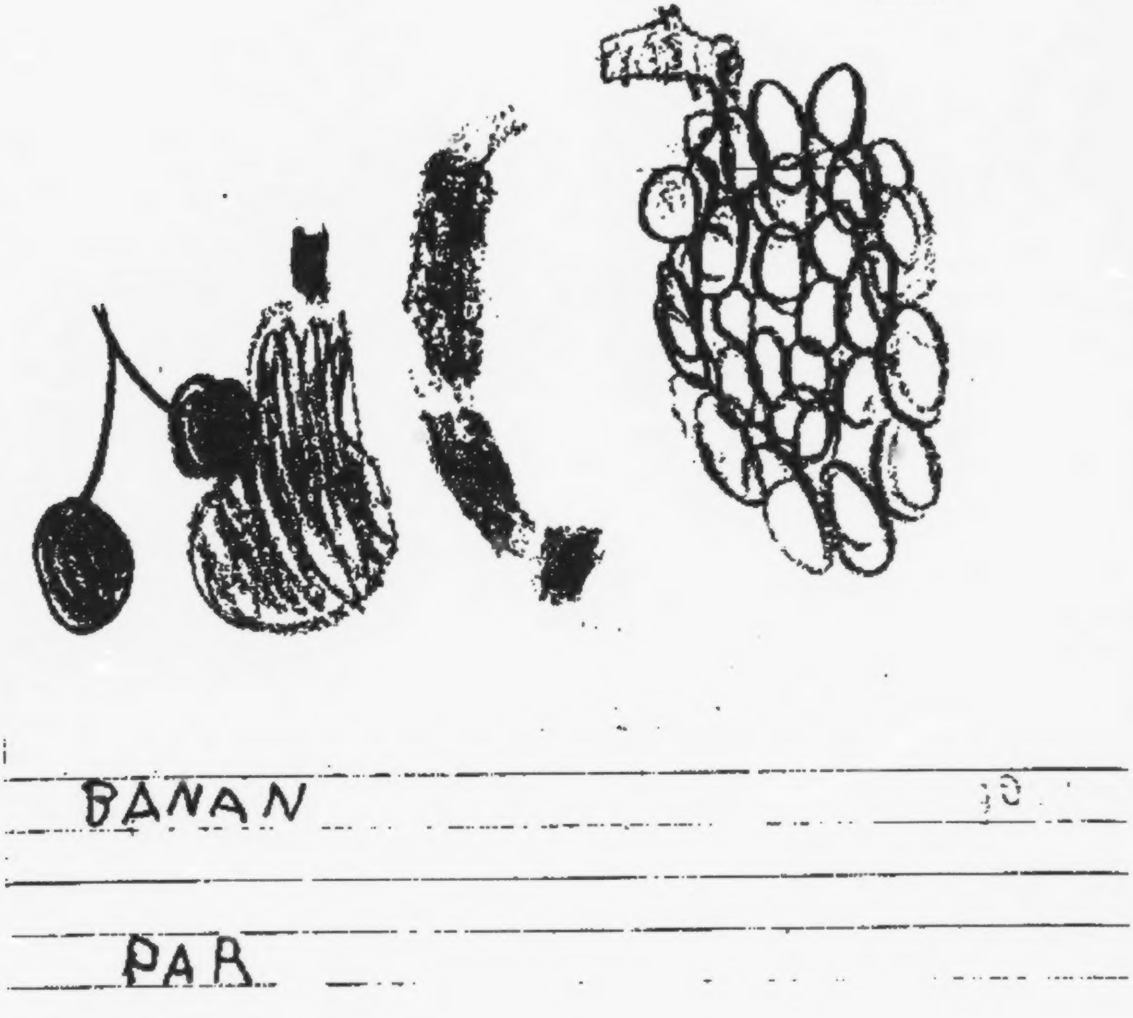



LEBATODEGER

(le bateau de guerre)


EVRBOSPASIAI

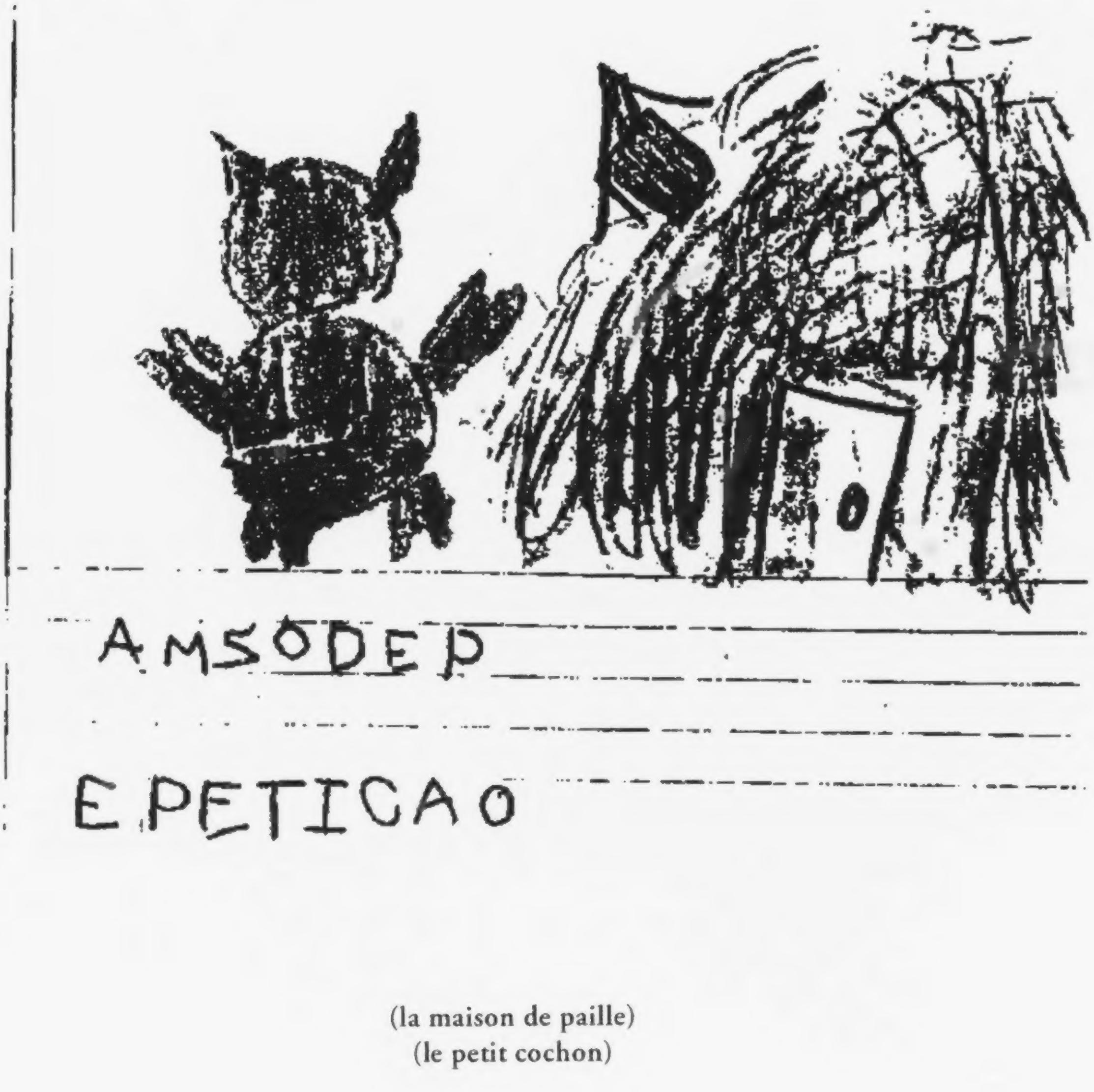
(le vaisseau spatial)



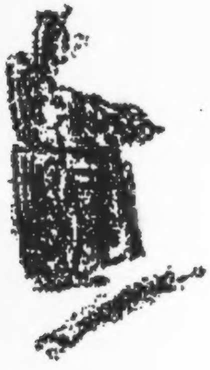
BANAN

PAR

(banane et poire)


AMSODEP
EPETICAO

(la maison de paille)
(le petit cochon)

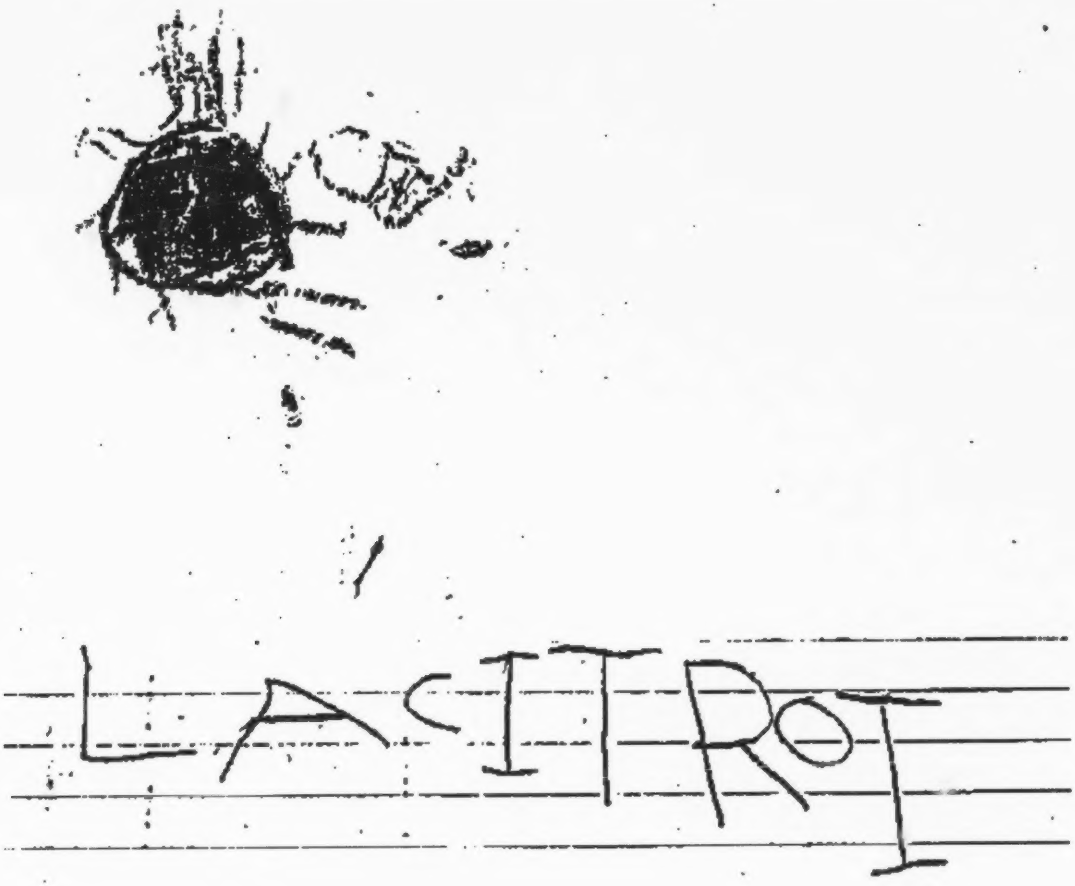


LAMAZO

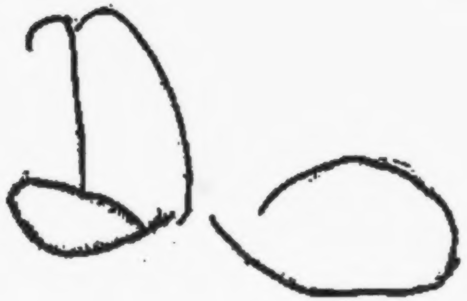
"la maison" (sept)

"la poubelle" (sept)

"la poubelle" (sept)

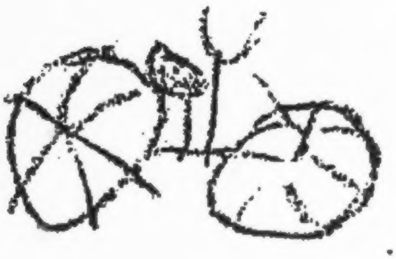


"la citrouille" (oct)



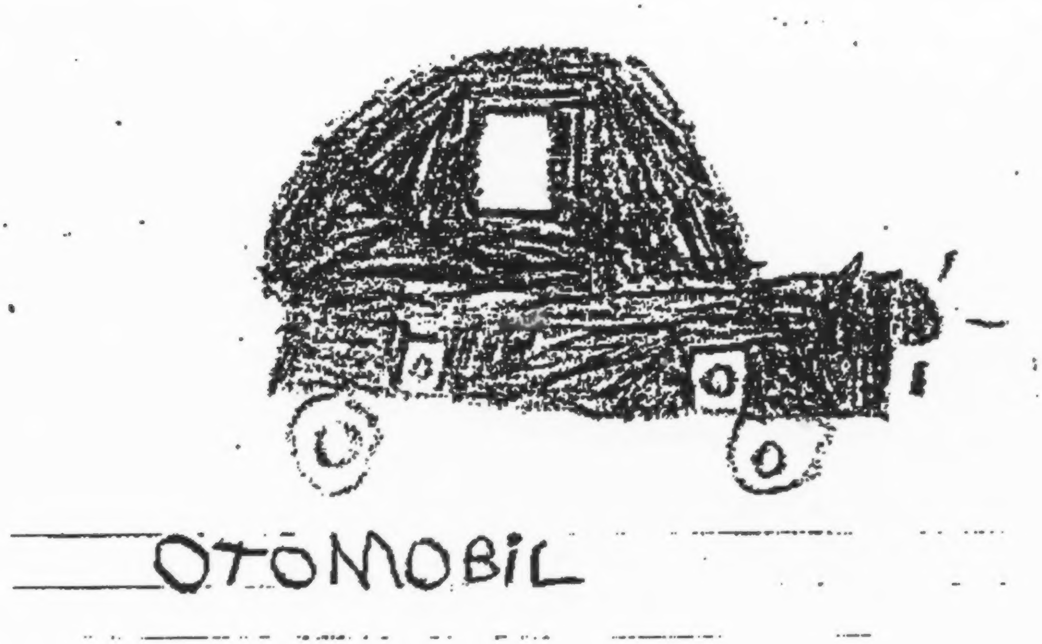
LABICIKLet

"la bicyclette" (nov)

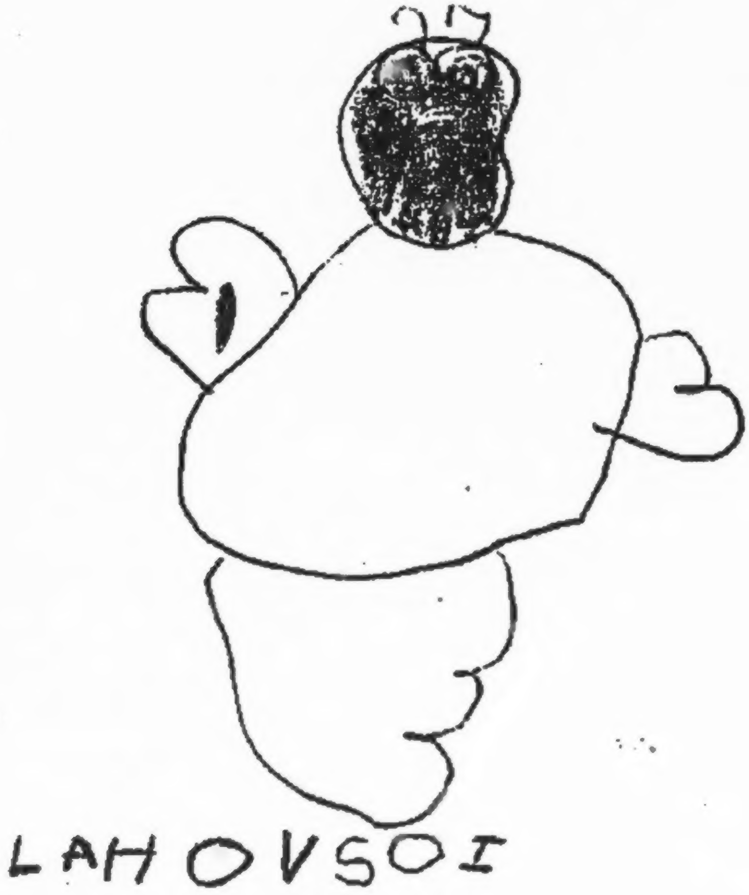


LABEGEKAT

"la bicyclette" (nov)



"l'automobile" (nov)



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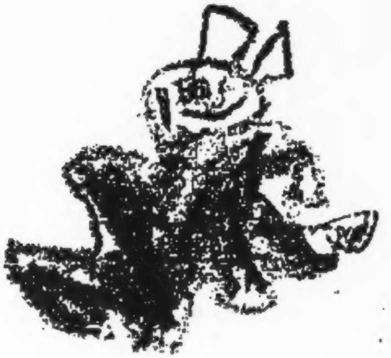
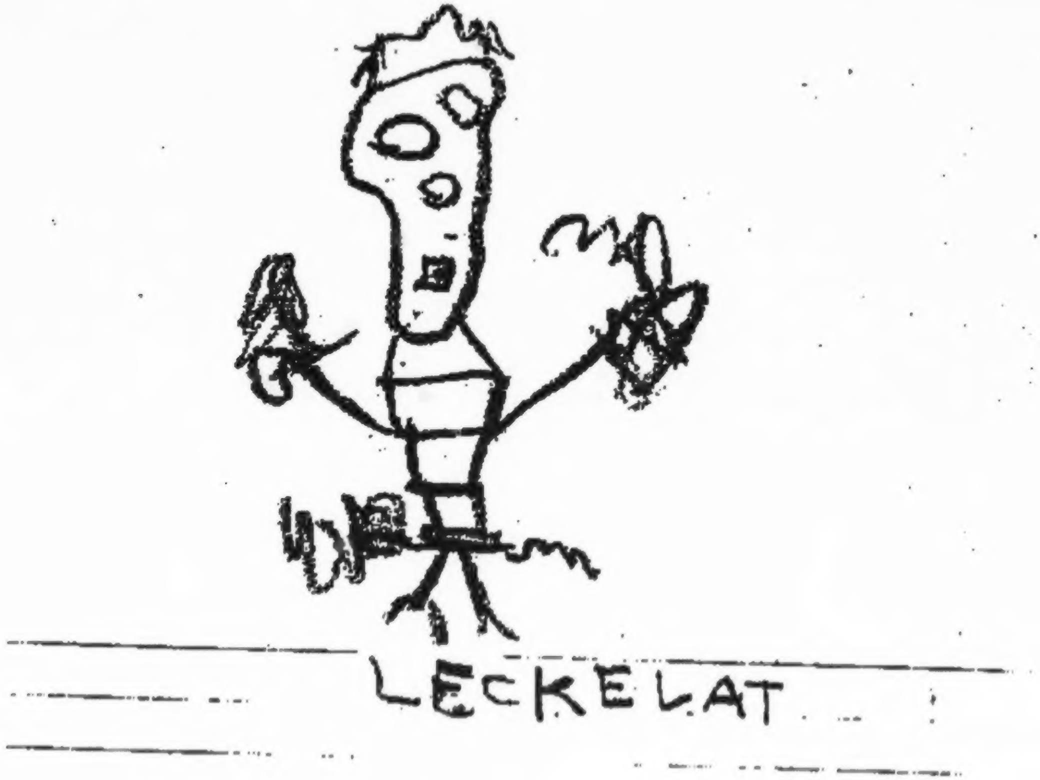


LAHOVOORI

"la chauve-souris" (oct)



"le squelette" (oct)

6. INSTRUCTIONAL STRATEGIES

6.1 CURRICULUM INTEGRATION

Curriculum integration allows teachers to combine related components of curriculum content while working toward the attainment of objectives. It helps children to learn holistically, because it permits them to examine a topic or issue from many perspectives. It allows them to explore individual interests. Most importantly, integration helps children grasp relationships among various areas of knowledge and it enables them to talk about their ideas and experiences.

To successfully pursue this approach, the teacher must identify those elements of curriculum content to be brought together and ensure that the concepts and skills are all given due attention. The objectives are not directly taught, but rather provide the criteria against which instruction and assessment are planned, content and teaching strategies selected and integration of learning experiences achieved.

Through integration, children should have the opportunity to grasp the interrelationships among the various areas of knowledge. In the classroom, the curriculum must be fitted, as much as possible, to each child. The child's developmental level in French and readiness for a particular learning task must first be taken into consideration.

In the French immersion Kindergarten, the learning of the second language permeates all learning activities and is never treated in isolation. Vocabulary and structures are introduced and developed through games, songs, rhymes and reading.

Whatever form integration takes, its main purpose is to help children see relationships among concepts and organize their own experiences, so that they are meaningful, lasting and educationally beneficial. This contributes to the promotion of each child's cognitive, aesthetic, linguistic, psychomotor, affective and spiritual development.

6.2 STARTING POINTS IN INTEGRATION

In the French immersion classroom, there are many opportunities for integrating learning experiences. In this chapter, selected samples have been chosen for illustration. The teacher can use these suggestions as starting points to integrate curriculum activities for children, helping them see the relatedness of all learning. There are many ways to do this:

- through a thematic approach;
- through activities and displays at learning centers;
- in individual learning experiences;
- through field trips or excursions, inside and outside of school;
- by seizing opportune learning moments.

Thematic Approach

One way to integrate learning experiences is by means of a thematic approach. A year should ordinarily include six to ten themes and a block of time should be assigned to these. Each theme should be developed as throughly as possible and there should be time for children to think, experiment, discover, reinforce skills, plan, and reflect on their learning.

Themes incorporate learning from all areas. Themes always engage children in language for as a theme develops children will listen, speak, read and write. Language has no content of its own: it seeks content. In theme work, language depends on other areas for content and binds the theme together. A theme, however, is developed for the understanding, the concepts, the attitudes, the values and skills which are set out as the theme's objectives.

Long-range planning is essential in a thematic approach. The teacher, sometimes with assistance from the children, must choose the theme, formulate the objectives, locate materials and resources. S/he will then select, initiate, develop and conclude activities and do appropriate evaluation. In planning themes, the teacher may obtain help from the learning resources teacher, other teachers, parents, school board personnel and professional literature.

Planning a theme, the teacher should be guided by some key considerations:

1. interests of the children
2. general goals and objectives of the theme
3. specific objectives of learning experiences within the theme
4. most appropriate types of activities, groupings and instructional strategies
5. active student involvement in learning
6. language (vocabulary and structures) necessary and how can this language be introduced and developed?
7. the evaluation of the effectiveness of the learning experiences

The length of a thematic unit will vary considerably from theme to theme, as will the portion of the school day devoted to it. Throughout the theme, the teacher will assess the learning outcomes, the activities and resources, the interest-level of students and the time available. Modifications may be required, based on this ongoing assessment.

While teachers are free to develop their own thematic units, certain themes are common to many immersion Kindergarten classes. The following list of themes is suggested as a guide and is not meant to be prescriptive.

September, October, November

L'orientation
- l'école
- la classe
- la sécurité
- les sentiments

Moi
- l'enfant
- la famille
- l'amour
- l'amitié
- les parties du corps
- l'hygiène

Les trois ours
- les maisons
- les animaux
- la famille
- les sentiments

L'automne
- la nature
- la météo

L'action de grâces
- les légumes
- les fruits
- les Indiens

L'hallowe'en
- les costumes
- les métiers
- la sécurité

Les moyens de transport

December, January, February

Noël
- Le temps des fêtes

L'hiver
- les sports d'hiver
- les vêtements
- l'eau

La Saint Valentin

March, April, May

Pâques

Les animaux
- la ferme
- le zoo
- le cirque

Le réveil de la nature
- le jardin
- les graines
- les fleurs

La fête des mères

June

L'été
- les vacances
- les sports d'été

September and part of October are generally devoted to the orientation of kindergarten students to their new environment. Even if they have attended playschool, they meet new routines, unknown peers, and different expectations in Kindergarten. The teacher must offer the security of routine and a stable environment, as well as warmth and understanding through difficult times, while bringing the children to a wondrous appreciation and the excitement of participating in a new French world.

The classroom is organized so children can easily manipulate the environment, benefiting from auto-corrective exercises, as well as more cognitively-oriented experiences. Space for circle time, for movement and for dance, as well as quiet corners for looking at books and for individual work are necessary. Routines should be established early for they will provide a lifeline for the children and reinforce the French language vocabulary and structures introduced early on.

Although much of the school year is organized by theme, it is the rare theme that can be turned on and off like a water spout. Rather, concepts and topics continue to surface from time to time, according to the teacher's and the children's interests and needs. The goal of oral comprehension cannot be scheduled on an academic timetable but must rather be adjusted to each child's readiness to learn. (For examples of themes which can be used during the orientation period, please consult

Appendix D).

Activities and Displays at Learning Centers

At various times during the school year, a display table can be set up at a center, offering learning experiences. For example, during a theme related to nutrition, a selection of fruits and vegetables can be set out and labelled. A theme-related poem or song could be on display, scales can be used to measure food, children can feel, smell, taste and examine the texture of unusual fruits or vegetables with a magnifying glass. Posters promoting good nutrition can be discussed and children could make their own posters. Children can "guess" the type of food while wearing a blindfold, using their senses of smell and touch; related vocabulary can be reinforced through this fun activity. Recipes can be "read", tried out and tasted. A class "*salade de fruits*" is a pleasant way to combine the many concepts encountered at this type of learning center display. Each child can make his/her "*salade*", following a recipe: e.g. "3 tranches de banane", "2 raisins", etc. (drawings can represent and/or accompany words).

Field Trips and Excursions, Inside and Outside School

Field trips or excursions are an ideal way to integrate many learning experiences. A visit to a bakery for example (ideally with French-speaking personnel) can expose the children to the concept of buying, using socially acceptable behaviour in public places and the concept of community workers. Children can observe how the dough is made, rises and is baked and discuss the nutrition obtained from this food group. A follow-up thank you letter will be especially meaningful when composed by the class and signed by each child.

Individual Learning Experiences

Individual learning activities provide many opportunities to develop concepts and skills in an integrated fashion. When children make objects and figures out of playdough, for example, it is an excellent time to talk about *petit, grand, long, court, plus* and *moins*. When children roll playdough into snakes, the teacher can ask them to make their snakes look like numerals or letters of the alphabet. When they make pots and dishes out of clay, the teacher can ask them to make enough to set a table for four, or a big, small and medium sized bowl. When making fish out of playdough, the teacher can ask them to put three fish on one plate, two on another, and so on. The very act of making playdough from flour in the classroom is a tremendous learning experience. Children learn to measure as they pour in one cup of salt and one cup of water. Motor control skills are developed as they mix and stir and cooperation and patience are encouraged as they wait for the cooling process to occur. Care of and responsibility for materials is learned as the playdough is stored in an airtight container and placed on a storage shelf.

Seizing Opportune Learning Moments

The spontaneous nature of the five-year old lends itself well to the integration of learning experiences by "seizing the moment". A child might, for example, bring in a bee hive. This would be an ideal moment for children to encounter new vocabulary, discuss bee families and discover the honey-making process. Songs, poems, books and music related to bees can be introduced and explored. Children can weigh and examine the hive and let their imaginations soar as they pretend to be bees during a dance/drama activity. Tasting honey sandwiches and watching Winnie the Pooh videos (available in French) might be a fun way to consolidate learnings following this unplanned but meaningful opportune moment.

6.3 INTEGRATION OF CULTURAL CONCEPTS

The Report of the Policy Advisory Committee on French Programs to the Minister of Education. (Government of Newfoundland and Labrador, 1986) proposes four objectives for early immersion programs. The first two of these objectives deal directly with the acquisition of French as a second language - bilingualism. The remaining objectives concentrate on the ability to understand and effectively function in a second culture - biculturalism.

With respect to the concept of biculturalism, the *Report* proposes the following objectives:

- Pupils should be able to function well in a French environment and, if desired, accept employment using French as the working language;
- Pupils should be able to understand and appreciate the emotional attitudes and commonly held values of members of both official language communities.

Stephen Carey (1984), reflecting on French immersion education, addresses the issue of bicultural awareness. He states:

> If indeed a cultural understanding and sense of empathy for different value systems is an important goal of immersion programs, far more effort will have to be directed to promoting the culture of the other linguistic community and to providing opportunities for these students to further their access to and their appreciation of the francophone culture.

Culture is an integral part of second language instruction. Activities appropriate to the students' interest and ability level should be systematically introduced and evaluated. In learning traditional songs, rhymes, dances, games, and stories, the kindergarten child is introduced to another culture. Another way of integrating culture is by highlighting special days and events as they occur in the school year. The following list is offered as a starting point and is not meant to be prescriptive; it includes suggestions for the integration of cultural concepts into the immersion curriculum.

September, October
Greetings: shaking hands, the *bise* on both cheeks
Chansons folkloriques: *Au clair de la lune*
Dance: *Sur le pont d'Avignon*
Counting rhymes: *1, 2, 3, 4, ma petite vache a mal aux pattes* (Ribambo et Ribambelle à la maternelle)

November
Fête de la Sainte-Catherine
Cooking - make *la tire* (toffee)
Make hats
Tell the story of Sainte-Catherine

December, January
Noël: make a *bûche de Noël*
Cooking: *la tourtière*
Songs: *D'où viens-tu bergère?*
Petit Papa Noël
January 6 - Epiphany
Food: make a cake with a bean in it;
whoever finds the bean is queen or
king for the day

February, March
Carnaval de Québec
Organize teams to make ice sculptures
Have races with luge, ice skates, etc.
Song: *Carnaval, mardi gras, Carnaval*
(Pistache à la maternelle)
Bonhomme Carnaval " visits"
Mardi gras - make pancakes

April, May
Poisson d'avril: make fish and stick them
on unsuspecting victims
Mayday (1st May): make flower chains to
wear

It is expected that the teacher will augment this brief outline of cultural content from her/his background and experiences, and will expose the students to authentic francophone literature, songs, customs, and games throughout the school year.

7. EVALUATION

7.1 PURPOSES AND PRINCIPLES OF EVALUATION

Evaluation in the instructional process is fundamental and refers to the accumulation of comprehensive information about the abilities, strengths, and needs of children. It is what teachers do when they identify a child's stage of development, anticipate what the child needs next, and decide which instructional methods and resources will best meet the child's needs. To effectively monitor learning and evaluate instructional strategies, teachers need to understand the principles and purposes of evaluation, and they must use a variety of evaluation methods.

Instruction involves the following:

- the setting of instructional objectives.
- the selection of teaching strategies, learning activities, and resources.
- the selection of evaluation techniques.

Evaluation begins with an assessment of what children know about a topic and continues as long as teaching and learning are in progress. Objectives, teaching strategies, resources or evaluation techniques, or all four, may need modification if children are not progressing toward established goals.

Evaluation is the process of systematically gathering information from a variety of sources for the benefit of students, teachers, parents, and other interested groups. Children's day-to-day learning experiences, the efficiency of teaching and planning, the diagnosis of children's needs, teaching and learning styles, and instructional objectives must all be evaluated.

Evaluation is an integral part of the educational process. It focuses on *what* is being taught, *why* it is being taught, *how well* it is being taught, and *what* can be done to improve the teaching-learning process.

The main purposes of evaluation are as follows:

General

To provide information about all aspects of the teaching-learning process.

Specific

- To ascertain the needs of individual children or groups of children so that the teacher may plan learning activities that meet those needs; e.g., remediation, enrichment.
- To improve learning.
- To determine the suitability of objectives and the extent to which children are achieving them.
- To provide accurate, up-to-date information for the placement of children.
- To help children determine the ways in which they learn best.

The evaluation process is based on a number of guiding principles:

- Evaluation focuses on three developmental domains: the cognitive, the affective, and the psychomotor.
- The main purpose of evaluation is to improve teaching and learning.

- Evaluation is an integral part of instruction, and, it must occur daily.
- Evaluation provides feedback on the suitability of classroom organization, learning activities, resource materials, teaching methods, or instructional objectives.
- Evaluation provides information for diagnostic, formative, and summative purposes.
- Evaluation is based on the assumption that children are allowed to make errors and learn from them.
- Evaluation is most effective when there are stated objectives.
- Evaluation determines the extent to which educational objectives are achieved and the suitability of the objectives for individuals.
- Instructional objectives and evaluation procedures should be explained to children and parents.
- A wide variety of strategies should be used for evaluation.
- Evaluation should be perceived by children, parents and teachers as a positive part of the educational process.
- The evaluation process requires that teachers make decisions based on all available data. All evaluation must be child-centered and form as complete a picture of the child's development as possible.
- Provision should be made for self-evaluation by children and teachers.
- It is necessary to use a structured, systematic approach to evaluation.

7.2 TYPES OF EVALUATION

There are three basic types of evaluation: diagnostic, formative, and summative. Each type of evaluation is essential to the evaluation process.

Diagnostic Evaluation. When children experience learning difficulties, the nature and causes of the difficulties must be diagnosed. Diagnostic evaluation is used to identify learning needs, and provides the basis for corrective action. Its long-range purpose is preventive; i.e., the elimination of factors that cause learning difficulties to reoccur.

Diagnostic evaluation does not consist only of the administration of standard tests. On the contrary, adequate diagnosis involves the use of teacher-made tests and other evaluation techniques such as rating scales, check lists, observation, and interviews. It may be necessary to consult outside agencies if the school cannot adequately deal with the situation. In any event, there must not be an overreliance on any one piece of information; all factors must be considered before any course of action is taken.

Formative Evaluation. The importance of formative evaluation cannot be overemphasized. Formative evaluation can be used effectively before, during, and at the end of an instructional period. It is used before instruction takes place to assess what children already know, so that the teacher can determine which skills, concepts, and processes need to be stressed. Through careful observation, questioning, and other evaluation procedures, teachers are able to judge how well children are responding to instruction. If it appears that learning is not taking place, the teacher must change the approach. When formative evaluation is conducted at the end of instruction, the results are analyzed and used as a basis for directing teaching and learning. Formative evaluation is the "great assist" on the road to the achievement of curriculum objectives.

Summative Evaluation. Summative evaluation measures achievement and is used to evaluate children's progress for the purpose of reporting to parents, principals, and others. Teacher observation, informal testing, and records of children's work provide reliable data for summative evaluation. In summative evaluation, the whole child must be assessed. Decisions on grading and placement should be made only after all available information is seriously considered. It is advisable, for example, to consider children's stages of cognitive development, intellectual abilities, social and emotional development, and present and past levels of achievement. Teachers who average summative data as a means of obtaining a final grade or for placement purposes are too restrictive in their outlook. The scope of summative evaluation is larger than that. It is a *professional judgment* based on a *variety* of data, and it is always made with the best interests of the child in mind.

Evaluation of Instructional Objectives. Instructional objectives are crucial to the evaluation process. In fact, evaluation begins with the setting of objectives. Whether planning a lesson, a unit of work, or a theme, teachers must design instructional objectives that are intelligible to both themselves and the children.

Instructional objectives are clearly defined statements of educational outcomes. Objectives define specific types of behaviour that children are expected to demonstrate on completion of an instructional period. When teachers and children are aware of these expectations, learning becomes relevant and meaningful.

Teachers must be thoroughly familiar with the various documents available from the Division of Program Development and the Division of Student Support Services, Department of Education, and their local school boards. Many of these documents contain core objectives. Core objectives cannot be excluded from the instructional program. However, this does not prevent teachers from formulating their own objectives to meet the needs of individual children.

In assessing children, the kindergarten teacher has two basic concerns: (1) the ability of children to benefit from instruction (readiness for learning); (2) the degree to which children benefit (learning outcomes). The purpose of assessment in Kindergarten is to discover each child's needs and find ways by which school experiences can fulfill these needs. The results of continuous assessment lead to a critical examination of previously defined goals and objectives, and of the adequacy of the assessment techniques themselves.

The purpose of assessment is to determine the extent to which learning has occurred. It is not enough for children to superficially acquire information. New knowledge must be incorporated into children's experiences and make a visible difference in their patterns of thinking, their attitudes, and their actions.

As soon as the child comes to Kindergarten, the teacher begins to get to know and assess the child. The teacher asks herself/himself: "Given what I know about the characteristic behaviour of four and five-year-olds, what should I expect this child to be able to do, and what can this child do?" (For details about beginning assessments, see "Characteristics of Young Children" in this section.)

The teacher should review the goals and specific objectives of the kindergarten program and should write special objectives for individual children. Teachers should add other objectives of their own and set their own times for evaluating whether these objectives have been accomplished. This kind of assessment is based on the philosophy that each child is unique and has her/his own pattern of needs and development. Assessment is not conducted so that one child can be compared to another child but so that each child's progress can be fostered. In summary, then, it can be stated that the assessment of the kindergarten child is based on:

- an understanding of child growth and development;
- an understanding of issues related to first language and second language acquisition;
- a specific understanding of each child;
- the goals and objectives of the French immersion Kindergarten Program.

7.3 EVALUATION TECHNIQUES

Many techniques can be used for evaluation at the kindergarten level. Teachers must use their professional judgement in deciding which strategies are appropriate at any given time.

As teachers interact with individual children and groups of children, they gather information informally. As children go about their daily work and play, teachers talk to them, listen to them, observe their behaviour or performance, and informally evaluate them. Both feedback received from teacher-child interaction and that obtained more formally should be used to improve each child's learning experiences.

The key method for assessing the kindergarten child is observation, be it directed or undirected. Thus the teacher can monitor the progress of the child in terms of overall development and the objectives of the kindergarten program as well as evaluate the learning process. S/he can observe the child at work and play with a variety of materials, alone or with others. S/he can observe the child acquiring concepts and developing skills and self-confidence. The teacher has many opportunities to observe children, over time and in a wide variety of circumstances. Therefore, s/he will not make quick decisions about them, but will gradually develop a comprehensive picture of each child. Information from observation provides the basis for decisions about how to direct, teach, guide, and respond to children.

Each new kindergarten classroom group requires observation, study, analysis, and insight on the part of the teacher as s/he becomes acquainted with each child and the pervading character of the group as a whole. Although the teacher can anticipate some behaviour because of her/his general knowledge of children, s/he must cope with other individual and group behaviour that cannot be foreseen. Teacher observation of child action, expression, and skill development is the basis upon which insights are gained as instruction progresses.

Although teacher observation may not result in complete, immediate understanding of a situation, deviations in behaviour warn the teacher that something is amiss. Behaviour is caused. The teacher tries to find the cause but is very careful not to interpret too readily. It is easy to diagnose a questioning child as an attention-seeker, or a thumb sucker as insecure. Teachers must see a child in many different kinds of activities and relationships before making interpretations.

Thus far we have been talking about undirected observation, discrete observations that occur as the children go about their regular school activities. Teachers must also deliberately observe children. The directed observation or conference (talking with and listening to the child and having the child perform certain activities), can demonstrate what the child can do in a given situation. For example, children's language can be assessed in undirected observation, but information about grammar, clarity of speech, and sentence complexity will have to be obtained by direct probing. Simple directed activities can be of tremendous value in getting a more complete picture of a child. Teachers should try to make these activities interesting and enjoyable for the child in order to obtain the best results. Like any assessment method, however, the directed conference should be regarded as part of the picture of the child, not the whole picture.

7.4 RECORDING OBSERVATIONS

Teacher observation is one of the most effective ways to assess children's behaviour or performance. It can be used to assess the degree to which children achieve objectives and to evaluate the learning process. Through observation, teachers can identify psychological, physical and social problems.

Teachers record what they see and what they hear as children listen and talk, as well as the clues they get to the way five-year-olds function cognitively. Keeping records is a time-consuming task, however it is essential that teachers record their findings.

Instruments commonly used for information gathered through observation include the following:

1) **Anecdotal records.** The teacher keeps a factual, written account of behaviour or performance for a child for a particular period of time. The teacher keeps a continuous record on one child per session, especially noting the following:

- The child's use of materials. How does the child handle clay, blocks, sand, and so on?
- The child's interaction with other children. Does the child share with others, take turns, assume little responsibilities, make friends, and so on?
- The child's mode of learning. Is the child actively involved in learning, curious, questioning, independent, and so on?
- The child's intellectual growth. Can the child perceive similarities and differences, draw analogies, perceive cause and effect, perceive patterns, and so on?
- The child's emotional growth. Is the immersion experience positive for the child? Does the child show a positive self-image? Does the child become easily frustrated in ambiguous situations? Is the second language a source of stress for the child?
- The child's second language development. What are the child's linguistic strengths? Weaknesses? Does the child demonstrate adequate language abilities such as auditory memory?

Some teachers keep a class log or diary. After dismissal, they make brief notes about what stood out that day, who stood out, the activity of the group and ideas, interests, and achievements worth recording. A record of this type is a help to teacher planning. Care must be taken that all recordings are dated. A teacher should always keep records in a secure place.

Sample Anecdotal Record

Name ______________________ Date ________________

Planned ______ Spontaneous ______ Observation

Observations

Comments

2) **Checklists.** Checklists are helpful guides to observation. They should be specific, describing desirable behaviour, and easy to use. Checklists require little writing and can provide numerical data that is easily summarized and used for comparisons. Checklists, however, lack the richness of the continuous record, which provides information about the dynamics of behaviour. A sample checklist for certain areas of development is found in Appendix F.

Sample Checklist

Participation in Shared Reading Session

Name ____________________

Behaviour:	Sept.	Nov.	Jan.	Mar.	May
1. Listens attentively to a story read by the teacher					
2. Demonstrates comprehension of story					
3. Retells story in own words					
4. Describes feelings or emotions elicited by story					
5. Expresses or explains preferences for certain parts of story					

1 = rarely observed

2 = sometimes observed

3 = frequently observed

Comments ____________________

____

____

Sample Checklist
Shared Writing Session

Name ______________________________ Date ____________________

The child:

	Not Yet Observed	With Assistance	Independently
• generates ideas for the story			
• presents ideas in a logical sequence			
• shows consideration for ideas of others			
• takes appropriate risks in suggesting spellings for words			
• shows confidence in own suggestions/comments			
• maintains interest for the duration of the activity			

3) Interviews/Conferences. Interviews or conferences are helpful in appraising learning. Talking and listening to children, discovering their immediate problems, determining difficulties, clarifying procedures, and learning what they find easy to do and like to do, is a form of assessment as it gives a descriptive picture of children's development. Conferences can be structured or unstructured; they may focus on specific predetermined criteria or they may be flexible enough to allow exploration of other areas.
4) Student folders/Progress file. Another way of assessing learning in Kindergarten is to systematically collect children's work --- drawings, paintings, dictated stories, attempted personal writings, and so on --- which are dated and kept in a special folder. Progress is easily seen and difficulties identified.

7.5 CHARACTERISTICS OF YOUNG CHILDREN FOR RECORDING OBSERVATIONS

Four Years: Cognitive, Affective, Psychomotor Development

Cognitive Development

Thought and Language

- Uses phrases and sentences meaningfully.
- Talks about the immediate present.
- Can talk about objects and pictures; recognizes action in pictures.
- Rambles on and on, brags sometimes and exaggerates; tells fanciful stories.
- Is interested in rhymes and repetition; enjoys words and may have an oral vocabulary of 200-1500 or more words.
- Likes to listen to an adult reading to her/him and can take part in a discussion of the story or poem for as long as ten minutes.
- Likes to look at picture books.
- Can remember and repeat nursery rhymes, number games, and short songs.
- Likes funny stories and made-up words.
- Likes imaginative, dramatic play.
- Remembers what things looked like (visual memory).
- Talks about herself/himself a lot.
- Is very curious and wants to know everything about what s/he touches, sees, hears; asks questions.
- Begins to have classificatory reasoning (e.g., apples are fruit, carrots are vegetables) and spatial reasoning (e.g., "up" and "down").
- Repeats a spoken series; listens for specific details, imitates sounds (auditory memory).
- Increases overall time of concentration and learns to easily shift attention as needed.
- Knows and can identify various body parts.
- Develops knowledge of cleanliness in relation to health.

Affective Development

Social and Emotional Growth

- Can play in a group.
- Shares an activity but uses own rules and changes them.
- Is egotistical, boastful, attention-seeking, and sometimes defiant and assertive, but is learning to control behaviour.
- Pretends to be indifferent but needs praise and approval; when hurt or overtired turns to an adult for comfort.
- Is beginning to develop confidence in presenting herself/himself to others, but needs a lot of assurance.
- Sometimes has one particular friend but

frequently the special friend changes from day to day.

- Enjoys helping to do little chores; e.g., straightening up, feeding pets.
- Shows concern for sick or hurt children.
- May have certain fears; e.g., of the dark.
- Adopts attitudes and modes of loved adults.
- Begins to show purpose and persistence in a task and to realize that rules at home or at school are for smoother and happier living.

Psychomotor Development

Big Muscles

- Can hop on one foot, gallop, skip, and dance.
- Can kick a ball while running.
- Throws ball very well, not so good at catching.
- Likes to use manipulative toys.
- Builds elaborate structures with blocks, boxes, planks.
- Paints and draws freely with bold arm sweeps.
- Walks confidently up and down stairs.
- Rides tricycle skilfully.
- Is able to control balance during body movement.
- Likes to do simple body exercises; e.g., toe or knee touching.

Fine Muscle

- Can focus on large objects and on picture charts but tends to be farsighted.
- Can use large crayon and large pencil.
- Can reproduce large circles, squares, and triangles.
- Can string beads.
- Puts large picture puzzles of a few pieces together.
- Models with clay.
- Handedness not yet established in some four-year-olds.

Five Years: Cognitive, Affective, Psychomotor Development

Cognitive Development

Thought and Language

- Makes great strides in language development, increases vocabulary up to 2,500 words or more, and increases the length of sentences.
- Is eager to use and produce language orally and in print.
- Can understand the prepositions "in" , "out", "over", "under", "behind", etc., when used in relation to own body and things around the environment, and in pictures.
- Can describe persons, objects, and actions in pictures, "read" own dictated language experience charts, read print in the environment, and sometimes read easy-to-read and predictable books.
- Likes to be read to.
- Speaks easily and with confidence, answers questions about herself/himself, retells simple stories and nursery rhymes, expresses thoughts clearly and accurately.
- Listens attentively to sounds in the environment, to directions; can retell a story, predict outcomes, and listen appreciatively to a story, poem or song.
- Delights in pretending but needs concrete props.
- Classifies objects and pictures into categories and sees similarities and differences, sorts and matches objects.
- Makes comparisons, arranges objects in order, fits one ordered set of objects to another through trial and error.

- Compares amounts, counts objects, arranges two sets of objects in one-to-one correspondence.
- Fits things together and takes them apart for refitting.
- Learns about symbols and signs (representation).
- Begins to talk of time; today, tomorrow, yesterday, clocks, and calendars.
- Is learning about school and home.
- Begins to closely observe and learn about the natural environment; e.g., plants, pets, weather, sand, water.
- Recognizes and names a number of colours.
- Can recognize certain letters of the alphabet.
- Wants to print name and other words of interest.
- Is learning to make little decisions about health, food and play.
- Can carry work over from one day to the next.

Affective Development

Social and Emotional Growth

- Takes pride in cooperating, participates with group, takes responsibility, shares, takes turns, and tries hard to complete tasks.
- Wants approval and affection; loves praise and is very anxious to please.
- Is more cautious than the four-year-old; wants to try things s/he is sure of.
- Likes playing to be "right".
- Prefers games of rivalry to team games.
- Views herself/himself as different from other persons.
- Begins to evaluate herself/himself in terms of culturally defined standards.
- Is developing a positive self-image.
- Learns to accept limits in group living.
- Is able to adjust to new situations; makes mistakes and accepts the consequences without self-confidence being destroyed.
- Shows good control of emotions and, on the whole, is stable, calm, friendly, delightful, and not too demanding. Socially and emotionally, five is a good year.

Psychomotor Development

Big Muscle

- Can run, skip, climb, dance, walk backwards, jump, swing, throw a ball, catch it fairly well, build with blocks and boxes, walk a chalkline and balance beam.
- Can reproduce through imitation simple rhythmic movements set to music; e.g., tapping, clapping, marching.
- Can dress with very little help.
- Can focus on big objects and charts (some children tend, at the beginning of the fifth year at least, to be farsighted).
- Enjoys free-form moving to music of different moods and tempos.

Fine Muscle

- Uses scissors fairly well.
- Likes to work with brushes, clay, and paste.
- Displays dexterity in using fingers (ties shoe laces, zips coats, buttons jacket, etc.).
- Grasps crayon and pencil in writing position.
- Draws people, houses, cars, airplanes, and trees recognizably.
- Draws circles, squares, triangles, and diamonds.
- Wants to learn to print and by the end of the fifth year can print many letters, numbers, and words.

Six Years: Cognitive, Affective, Psychomotor Development

Cognitive Development

Thought and Language

- Is creative, dramatic, energetic.
- Uses language more like an adult; talks about widening interests; uses more complex sentence structure; clarity is continually developing.
- May use slang sometimes.
- Is acquiring an extensive vocabulary.
- Likes make-believe and dramatic play.
- Is usually beginning to read and keeps the vocabulary of words and meanings pushed ahead of the reading vocabulary.
- Becomes aware that reading is for meaning and strives hard for meaning.
- Likes to be read to and read to others.

7.6 SPECIAL NEEDS

Occasionally teachers will find children in their kindergarten classes who have difficulty in learning. The reasons for this are many and varied. A child may be a slow developer - slow to walk, slow to talk - always a little behind the norms for the age. A child may have limited intellectual ability or processing inefficiencies in which case s/he will always be a slow learner, needing slower pacing in instruction than most children. A child may have been deprived of nurturance, loving care, and opportunity for meaningful language experience so that s/he comes to school with an inadequate experiential background. A child may have poor motor coordination because of central nervous system damage or dysfunction, or a child may have language or learning problems because of fundamental problems in verbal learning. But whatever the reason for a child's difficulties in learning, early detection of problems is imperative to ensure successful school experiences.

The following guidelines for observing children with special problems focus on behaviour that may indicate emotional disturbances or learning disabilities. The purpose of the list is to alert teachers and encourage them to record the behaviour of the child who has problems in many situations over a period of time. The teacher must remember, however, that

1) no single behaviour has any significance;
2) a statement of diagnostic evaluation of a child's problem is to be made by a specialist (the teacher's records will be useful to the consultant);
3) the more s/he can learn about each child in the class the more s/he is able to help each child make progress.

The following partial list will guide teacher observations. With help from a consultant, teachers may add to the list.

Gross Motor Control and Spatial Orientation

- Does the child lag behind others of her/his age in gross motor control skills? Can s/he jump, hop, climb, run, walk up and down stairs, skip, hang from a pull-up bar, ride a tricycle, and so on?
- Is the child clumsy and awkward?
- Can the child judge the spatial relationships of objects to each other or to herself/himself? Does s/he bump into objects; can s/he judge distance between objects (know if there is enough space to walk through or to push a box through, and so on)?

Fine Motor Control

- Does the child lag behind others of her/his age in fine motor control skills? Can the child string beads, button clothing, hold pencil and crayon, cut on a line, fit picture puzzles together, and so on?
- Does the child have difficulty picking up or holding objects between thumb and index finger?

Vision

- Does the child have trouble keeping her/his eyes on a close object, or have trouble keeping both eyes fixed on a moving object?
- Does the child have difficulty when asked to close his/her eyes either both at once or one at a time?
- Does the child hold objects, pictures, puzzles, etc., less than seven inches away from her/his eyes? Is there an attempt to hold things away from the body in order to see them?
- Are the child's eyes red-rimmed and fuzzy?
- Does the child blink excessively?

Social-Emotional Difficulties

- Does the child seldom talk with and/or play with other children?
- Is the child over attached to one or both parents?
- Does the child prefer solitary play most of the time?
- Is the child dependent on the teacher, following her/him around and frequently asking for help?
- Is the child destructively hostile and aggressive (smashing materials, hitting others, screaming, and so on)?
- Does the child have frequent tantrums?
- Does the child experience frustration or stress because of the second language?

Thought and Language Difficulties

- Is the child easily distracted? (For example, can the child return to a task following some interruption?)
- Does the child have a much shorter attention span than others of her/his age group?
- Does the child have difficulty remembering a simple story told by the teacher?
- Does the child have a memory span below four digits or words?
- Does the child become confused if given more than one direction at a time?
- Does the child speak in one or two words or in fragmentary sentences? Does s/he talk infrequently?
- Does the child have less general knowledge about self and the immediate environment than her/his peers?

Some characteristics of children with special problems are:

- poor memory (short-term or long-term)
- inability to follow directions
- inability to remember verbal facts
- destructibility
- poor visual perception
- poor auditory perception
- poor muscular coordination
- meagre experiential background
- lack of fluency or spontaneity in speech
- limited vocabulary
- no self-confidence
- poor general health
- lack of emotional stability
- few interests
- poor self-concept
- obvious frustration

The kindergarten teacher must be alert to the child who lacks self-confidence, who makes excessive requests for help and gives up quickly on difficult tasks. The teacher should encourage the child to attempt tasks s/he finds difficult, praise the child for effort, and build self-confidence through the experience of success. S/he should begin with easy activities that a child can do, building success into all experiences.

The teacher must be flexible in the learning/teaching methods used, accommodating individual learning styles and developmental differences. Through sensitivity to individual differences and modification or adaptation of the program, French immersion can be a positive experience for most children.

8. PARENTS AS PARTNERS

8.1 PARENTAL INVOLVEMENT

(For the purpose of this guide, the word "parents" is used to mean parents or guardians of a child.)

It is extremely important that open communication between teacher and parents be established at the very beginning of the school year. After all, parents are the first teachers of their children and have a vital role to play in their continuing development.

Parents should be viewed as partners. They are generally interested in their children's education; they want to be involved; and they offer a valuable source of information and insight into the nature of the child.

Often parents of children enrolled in a French immersion program feel that they are missing out due to the fact that many of them do not speak or understand French and have little understanding of the second language acquisition process. This may cause them to become overly concerned, anxious, and frustrated. To alleviate this anxiety, teachers need to keep parents informed and involve them as much as possible in all aspects of school life.

Traditionally, the scope of parental involvement in the school was limited, taking the form of interviews and an occasional meeting. Today, however, with research stressing the impact of the home on the child's total development, the parents' role in the child's formal education is being reevaluated. Many benefits stem from parental involvement in the Kindergarten - benefits to the child, the school, and the parents. When parental involvement is a planned part of the total school program, the benefits are immense:

For the child:

- The development of positive self-concept (my family cares about me).
- An increased motivation to learn.
- A sense of mutual support between home and school.
- Growth in the confidence to try new activities and accept challenges.
- Language development. (There is much to talk about when parents visit the school and ask about happenings at school).
- An understanding that parents are teachers too.

For the parents:

- The satisfaction of knowing that they are helping their child learn.
- An understanding of what goes on in a French immersion kindergarten class and why.
- An increased awareness of child growth and development, and second language acquisition.
- Growth in positive attitudes about the kindergarten program, about French immersion, and about education in general.

- The realization that information must flow back and forth between parents and teachers if a child is to achieve her/his full learning potential.
- Opportunities to meet other parents in the community with children of the same

For the school:

- The support of parents in all aspects of school life and opportunities to draw upon their resources and expertise.
- The cooperation of teachers and parents, who both want the best possible learning environment for the child.
- Improvement in children's attitudes, conduct and attendance.
- A deeper respect for parents and the realization that parents are the child's first and continuous teachers.
- A widening role, as the school becomes a parent education center, a social center, a workshop and a learning center for adults and children both, in the best interests of the children.
- The realization that it *needs* parents and community resources to achieve its goals.

Parental involvement in the kindergarten program can range from support in the home to membership on advisory committees. Even though the majority of parents will not speak French, their involvement in the immersion Kindergarten can be beneficial to both students and the teacher. Parents can:

- prepare bulletin board displays
- assist with clerical duties
- develop games, materials, posters
- assist with field trips or school parties
- organize resources and materials
- listen as children read

Parental participation at the school level is an important aspect of the overall educational experience and should be viewed as a contributing factor to children's progress.

Principals and teachers must be sensitive to the needs of parents and involve them in school activities. Many parental concerns vis à vis immersion programming can be addressed by having parents spend time in the classroom. They have a lot to contribute and teachers and principals can certainly learn from them, too.

8.2 ORIENTATION FOR NEW PARENTS

When the class list for immersion Kindergarten has been set up, the prospective families usually come together for a spring orientation. The purpose is twofold: 1) to introduce them to the realities of a *programme d'immersion française*; 2) to inform the parents of general school policy and those points which would be helpful to know before the opening of school in September.

The first point and primary reason for the orientation is to present a brief overview of the French immersion kindergarten curriculum and to answer general questions concerning the program. Parents have questions and concerns about the program, and the teacher should be prepared to address these. Familiarity with current research on French immersion will enable the teacher to respond to parents' concerns in a fair and knowledgeable way.

The second point might include any of the following:

- school hours, and when and where to pick up their children;
- bus schedule, if pertinent;
- school materials, importance of labelling;
- school nutrition - no junk food;
- general health - ten hours sleep, good diet,

proper clothing for the weather, good bathroom manners, if sick, keep home and send note;
- formal reports and parent interviews - provide dates whenever possible.

Parents can supply useful information regarding their child's readiness for French immersion Kindergarten. In evaluating children's readiness, it is useful to ask, "How is his/her language development?" Using complicated structures and a large vocabulary is a good indicator of language-learning skills. Also, how have they fared in the last two years, either in pre-school, skating, camp, etc.? Were they risk-takers? Were they enthusiastic about new experiences? Are they attentive to directions, at story time, etc?

Motivation and risk-taking on the part of both the parents and the children play an important role. Children with language disabilities and those not secure in their first language should perhaps not enter French immersion. Research advises caution in the case of children who behave erratically and have difficulty in group situations because immersion requires attention to detail. Children must be ready for the challenge of a totally new world. One cannot emphasize enough those danger signs to look for - weakness in skills that involve acquisition of language, such as listening, attention span, maturity and the ability to cope over a period of time.

As for the suitability of immersion for children with learning difficulties or disabilities, the experts seem to disagree. Some believe French immersion is for all, that most children can benefit from the program, but in reality not all children can be accommodated in an immersion program. There is a responsibility to make the program work for as many children as possible, but one must weigh the back-up systems if a child is at risk. Many schools have no French-speaking resource people to help out with French immersion students. Special services in such cases must be provided in English. The teacher and the school must ensure that the needs of all students are met; as much as possible, the French immersion program must accommodate those needs and ensure that the initial school experiences of all children are positive. Flexibility in all areas is needed if French immersion is to be a child-centered program, accommodating individual differences and needs.

Parents like to be told what to expect and how to prepare their children for the immersion Kindergarten. Among the points to be covered are the following:

- Encourage parents to explain the program to their children. They should tell the child that while the teacher speaks only in French, s/he may speak English at first. The child is not expected to understand all that the teacher is saying right away, that will come later.
- Encourage parents not to send their children to "crash" courses over the summer. They should put off buying that dictionary until they have talked to the teacher.
- While parents should not set out to teach their children to read English, they should encourage their children's verbal acquisition of the first language. Parents should read to their children every day in English to encourage their attention span and expand their concepts of the world. They should discourage baby talk and use complex language in their own daily conversations with children.
- Encourage parents to teach their children basic life skills. They should make sure the children can dress themselves, from

the buckles on their coats to the laces on their boots. They should stay clear of complicated outfits that the children cannot manage.

- Parents should give the children a chance to adjust to Kindergarten. Learning a second language consumes a lot of energy. Some children might regress at home temporarily, resulting in thumb-sucking, bed wetting, tears, or temper tantrums. Encourage parents to smile and bear with it. More sleep, cuddling or extra emotional support might be just the remedy. Some children do not feel comfortable until November or later. If the anxiety goes beyond that, prepare to discuss whether the program is suitable for this particular child.
- Encourage parents to remain in contact with the school. When children go home all excited and happy about some school activity, parents might write a short note, mentioning the activity to the teacher. Even teachers need positive reinforcement. Also, when their child is unhappy or resists going to school, they might try to find out if any particular incident or activity is bothering him/her and then let the teacher know as soon as possible.
- Encourage parents not to worry if their child does not speak French at home. Children are often reluctant to show their knowledge of French. When children are ready, they will share songs or *comptines* at home, but this does not always occur in the first year.
- Parents might like to help out in the classroom. They can do special projects, chaperone field trips, attend the Parent Teacher Association, join Canadian Parents for French, and most importantly keep in touch with the teacher, check the children's book bags every day, read and respond to notices.
- Encourage parents to let the teacher know of any significant changes in home life (a death, new baby, moving etc.).

By parents and school working together, the immersion program has more than a good chance of being a positive influence in the children's lives. Communication between the school and the home must be an ongoing, two-way endeavour. Parents need to feel that the school is interested in their concerns and that teachers have time to respond to their queries. For many parents, the kindergarten year will be their introduction to French immersion. The teacher and school have a responsibility to answer parents' questions and advise them on matters relating to their child and French immersion.

8.3 INFORMING PARENTS

Communication with parents on a regular basis is of utmost importance. Parents need to be informed of their child's progress, of ways they can become involved, and of current research in bilingual education. Several ways of keeping them informed and encouraging them to become active participants in their child's schooling are listed below.

Awareness meetings. One way of informing parents is through awareness meetings. Whenever possible, invite a special guest to talk with parents. Guests may include the French coordinator, the consultant at the Department of Education, a parent of a French immersion graduate, or a French immersion graduate.

The first awareness meeting should take place early in the year. Parents will no doubt have many questions and concerns. Speakers, therefore, should be well-versed in the literature and research concerning bilingual education.

One part of an awareness meeting may be devoted to explaining the curriculum to parents. A slide show or video of actual learning experiences in your classroom may be useful. The Department of Education also has a number of video productions which may help in explaining the "what" and "how" of the curriculum (e.g. "In the Centre of Things", "The Primary School").

Information Centre. Set up a reading table near the classroom where books, articles, and pamphlets relevant to French immersion, literacy acquisition, a parent's role, etc. are displayed. Encourage parents to read these items and thus increase their knowledge about their child's education.

Literature may be obtained from CPF (Canadian Parents for French), NTA (Newfoundland Teachers' Association), Modern Language Journal, Canadian Modern Language Review and others.

Parent-Teacher Interviews. Parent-teacher interviews need not wait until the scheduled reporting period. Conduct interviews at any time throughout the year. Show parents samples of their child's work and explain what they reveal about the child's progress. Try to start and end on a positive note; however, be sure to discuss problems and offer recommendations where necessary. Be honest and informative. Don't forget that parents are partners in their child's schooling.

Letters to Parents. Letters to parents can be a way of establishing regular correspondence between the home and school. They provide parents with information on how to help and on what is happening at school. They may also be used to communicate a positive event to parents, for example: (Today, Paul read "L'anniversaire de Bertrand" and really enjoyed it. If you are looking for something to get him for his birthday next week, perhaps he would like another book in this series. I recommend ________________ or ______________ which are available from ________________.)

Letters *thanking* parents for their participation and support in a particular event are as important as those which *ask* for support and participation.

Sample Letter

Dear Parent/Guardian:

As a parent/guardian of a child in French immersion, it is extremely important that you provide encouragement and support throughout the year. Listed below are a number of tips which you may find helpful.

1. Expose your child to some French television programs such as Sesame Street, Passe-Partout or the Saturday morning cartoons.
2. Take your child to the public library and become members together. Encourage your child to read French books when available.
3. Subscribe to a French children's magazine.
4. Point out the French print in the environment - the French side of grocery labels, the French part of menus, French programs in the television guide.
5. Provide French language record albums and tapes for your child.
6. If possible, visit a French-speaking community together.
7. Listen to your child when s/he tells stories or wants to read to you.
8. Become a member of Canadian Parents for French and learn more about French immersion programs.

9. Show an interest in learning French yourself if you don't already speak the language. Ask your child what a specific object may be called in French. If you do speak French, try to use it with your child from time to time.
10. Where possible, encourage your child to telephone a friend from school or invite a friend from school to visit overnight. Speaking in French together outside school can be fun.

Class Newsletter. Classes can produce a short newsletter to be sent home to parents, highlighting the events of the month. Some stories and illustrations completed by the children can be showcased. A little language learning theory may be included. Remember to avoid educational jargon.

Sample Newsletter

This month we visited Mr. Benoit's farm and wrote him a thank-you letter. We learned about all kinds of shapes in math like cylinders, spheres, and rectangle prisms.

We read a story to the principal.

(Include a sample drawing here and a few stories written by the children.)

Monthly Calendar. Prepare a calendar of activities related to the particular topics to be developed each month. The calendar can be sent home at the beginning of each month with a note suggesting that parents tape it to their refrigerator and do an activity or two with their child each day.

Focussed Sessions. Arrange sessions for parents on a variety of topics such as: **(i)** reading to children, **(ii)** the emergent reader, **(iii)** learning centers. Be sure to leave time for questions from parents and suggestions of topics for future meetings.

Reading Handbook. Prepare a handbook on reading for parents. Distribute it to parents or use it as a focus for discussion during a meeting.

Information Packages. Make up information packages for parents. Such packages might include:

- (i) Literature relevant to French immersion,
- (ii) Brochures from CPF,
- (iii) Monthly calendars,
- (iv) Ways for parents to help out.

Ongoing communication between home and school is essential to ensure secure, well-informed partnerships.

8.4 STRATEGIES FOR PARENTAL INVOLVEMENT

Ways in which to involve parents are numerous. Teachers are encouraged to try a few of the following suggestions where appropriate.

Classroom Visitations. Extend an open invitation to parents, encouraging them to visit their child's classroom whenever they wish.

Invite parents to take part in special occasions - **(i)** to taste sugar pies made by the children, **(ii)** to attend a sing-a-long or skit put off by the students, **(iii)** to help out with a special art project.

Work Parties. Organize a work party. Invite parents to come along to make materials for use in the learning centers. Parents can bind big books; cut, colour, and laminate activity cards; print charts; copy and staple booklets; etc. This strategy for parental involvement will give teachers an opportunity to chat informally about the program. Parents will also learn much about the kinds of activities that take place at school.

Field Trips. Invite parents to help chaperone field trips. Some parents may be interested in taking pictures or video- taping the event for a future showing to the class.

Clerical Work. Parents can help by typing children's stories for publication. This can be done at home or at school.

Send-Home Material. Some parents may be willing to cut and colour at home. Send home "chores" with explicit instructions and parents will ease the work load.

Party Organizer. Select one parent for the year who will be responsible for organizing the "goodies" for special occasion parties at school. The teacher provides the parent with the class list, including telephone numbers. (Be sure to write parents for permission, especially if telephone numbers are unlisted.) The parent divides the class into groups or teams according to the number of special parties throughout the year. (In this way, parents have only one party per year to worry about.) A few days before the scheduled event the parent contacts team members to remind them to send along cookies, sandwiches, etc.

Take Home Reading. Parents, even though they may not be bilingual, play a vital role in their child's reading program. Children are encouraged to take books home *everyday* to share with their parents. A special time each night should be set aside so that parents can listen to and delight in their child's book sharing. Their constant support and interest are essential.

Initially, there is often much concern that due to the language barrier, parents cannot help their children in the take-home reading program. Perhaps the best way to deal with this is to hold a meeting at which the take-home reading program is explained. Inform parents that they play a vital role in reading competence of the parent, the fact that they *listened* to their children read on a regular basis helped children improve their reading skills. The parents' role is not that of a tutor but rather one of an *interested listener*. Children who share books and stories with their parents in English and French make significantly greater progress in reading than those who do not take part in this type of book sharing.

8.5 WAYS IN WHICH PARENTS CAN HELP THEIR CHILDREN

As previously mentioned, parents whose children are enrolled in French immersion programs often feel that there is little they can do to help their children due to the fact they are unilingual. There are, however, many things parents can do. The following list provides some suggestions.

- Give your child constant support and encouragement - be positive.
- Talk to your child and describe what is going on around him/her. Good language experience in the first language helps second language acquisition.
- Be a good model. Children love to imitate. If your child sees you reading and writing, s/he will learn that these skills are a part of everyday life and not simply

something that takes place at school.

- Read to and share with your child interesting books and stories in English on a daily basis.
- Listen to your child *read* in English and in French. Label objects at home in English or French.
- Encourage your child to write, i.e., letters to friends and relatives, grocery lists, notes, etc.
- Take your child to the library and become members together.
- Subscribe to a French children's magazine.
- Buy French books, tapes, etc. These are available through local book stores and through book clubs. Don't forget to visit local book fairs and publishers' displays.
- Encourage your child to watch French television - Sesame Street, Passe-Partout, cartoons.
- Point out that French is all around - signs in federal government buildings, labels on food and clothing, television listings, some menus, etc.
- Plan a trip to a French-speaking community.
- Show an interest in learning French yourself - where possible enroll in an adult French conversation class.
- Encourage your child to telephone a classmate or invite a classmate over so that they can speak French to each other.
- Visit the school, both formally and informally. Show your child that you are interested in his/her schooling.
- Give your child a home routine.
- Become informed about bilingual education. Read literature concerning French immersion; become a member of a French support group such as Canadian Parents for French.

8.6 PARENTS' CONCERNS ABOUT FRENCH IMMERSION

Parents often have concerns about French immersion education. This section presents questions frequently asked by parents and gives brief answers which may help teachers address these parental concerns. (Source: *A Handbook for Parents*, Avalon Consolidated School Board (1981).)

1. **Will my child fall behind if s/he learns two languages?** Things learned in either language become part of the child's general knowledge. Lags in the development of English skills are experienced in the primary grades but, once English Language Arts are introduced, immersion students perform as well as or better than students in the regular English program.

2. **Won't there be confusion between the two languages?** Some interference does occur. Children will sometimes use a rule for one language which actually applies to the other. Teachers work with students to help them become aware of their interference problems.

3. **Will my child lose his/her cultural identity?** Although English-speaking immersion students are friendly towards and able to interact comfortably with French-speaking people, they always think of themselves as bilingual anglophones.

4. **If the program is designed to make the children bilingual, why isn't it 50% French, 50% English from the beginning?** This approach has been tried in other provinces and is called partial immersion. Research has found that, with

this type of program, the children do not develop the same level of competence in French as they do with the total immersion program. It appears better to concentrate on learning French at first. The introduction of English can be delayed with no prolonged detrimental effects.

5. **Should children be transferred to the English stream if academic or other problems occur?** Research and experience have shown that even children with learning problems can benefit from the French Immersion program. While they continue to develop facility in English, they can learn their basic skills and still acquire competence in French. Their difficulties tend to be no more severe than those of children with similar difficulties in the regular English program.

The following excerpt from a CPF Special Report summarizes current thinking about this issue:

> "However, in statistical analysis it is easy to lose sight of the individual child and it is important to emphasize that when children encounter difficulties in French immersion each case must be judged on its individual merits. What researchers can do is suggest some of the potentially important factors which should be considered by those who are responsible for deciding whether or not to transfer a child to an English program.
>
> 1. Parents and teachers should not assume that there is greater incidence of learning disability in French immersion than in regular programs and Dr. Bruck's (1985b) evidence would suggest that children with problems in immersion would likely have experienced the same problems in a regular English program.
> 2. If a child has been unhappy for a prolonged period of time in an immersion program and wants to switch, then it is probably right to do so. However one should consider the reasons for the child's unhappiness.
> 3. Transfer to an English program may damage a child's self-image and the stigma of failure may compound the learning problems.
> 4. When a child transfers to an English program in the early grades of elementary school, s/he will probably be even further behind than in the immersion program because of not having had any formal English instruction.
> 5. Despite problems in academic subjects, the child experiencing learning difficulties in immersion will usually be developing relatively fluent French speaking skills .... immersion may be the only means through which such a child can acquire facility in French since s/he is likely to have the same difficulty in a core FSL program as s/he does in other academic subjects."

While it is possible to switch your child out of French immersion, you should be aware that switching may result in your child having to repeat a grade if s/he is moved before being formally instructed in English Language Arts.

6. **There is no help available in French at home. Won't this pose a problem?** Parental knowledge of the second language is not a prerequisite to a child's success in French immersion. Teachers are aware that most children come from unilingual homes, so reports to the home

are in English. In the case of homework, the school expects the child to attempt its completion; however, if problems occur, it is preferable to have the child seek further help at school.

7. **Should I speak to my child in French?** Unless you speak very well, it is better not to talk to him/her in French on a regular basis. It is important for children to have good models when they begin to learn a language. On the other hand, if, for example, you are vacationing in a French milieu and you find yourself in a situation where it would be natural to use French, do not hesitate to use it when your child is present.

8. **When can I expect my child to speak French at home?** Immersion children usually do not want to speak French to their parents, perhaps because they know that it is not the natural way of communicating at home. Children should not be pressured to "perform" for their parents or families.

9. **Job commitments may require the family to move to another town, what then?** First of all, there may be an immersion program in the new hometown. A check with the national Canadian Parents for French Registry of Immersion Programs would reveal this; Provincial Departments of Education could provide the most up-to-date information.

Children who leave the immersion program before having completed the catch-up period in English Language Arts (end of Grade Three for most, Grade Four for all others but a small minority), may experience a lag in English reading skills. This, however, can be overcome when the receiving school is aware of the situation, and endeavors to provide appropriate remedial services.

10. **How does the curriculum compare with that of the regular English stream?** All curriculum is determined by the Provincial Department of Education and the French Immersion Program of Studies follows closely that of the regular English stream. Resource materials are also available in French.

11. **When will my child be bilingual?** Learning a language takes time. The more contact there is, the faster it is learned. Children differ in how long it takes to become fluent in their second language, just as they do in their first language.

12. **Will my child be "perfectly" bilingual at the end of elementary school?** No. Although French language skills improve markedly through elementary school, immersion children remain stronger in English than in French. They continue to perfect their abilities in both languages through secondary school.

It is important to remember, also, that experiences with French speakers outside of school will be needed to round out the academic and somewhat formal language learned in the classroom.

8.7 PARENTS AND ASSESSMENT

Parents and teachers should work together closely for the best development of the kindergarten child. Parents see parts of their child which teachers do not, and teachers see parts which parents do not. By sharing what they know, both parents and teachers can achieve a better understanding of the child and establish an excellent basis for furthering the child's development.

For a thorough assessment of the child, teachers must provide opportunities for parents to share their knowledge. What parents know should be commmunicated to the teacher or anyone else who works with the child. Without parental information, the teacher will have only a partial understanding of the students. At the beginning of the school year, the kindergarten teacher should elicit information from parents about the children's development and capabilities, social background, interests, attitudes, and so on. The teacher may devise her/his own set of items to be discussed with parents, or may adapt the sample Kindergarten Supplementary Information form found in Appendix A.

During the school year, assessments of the child should be shared with parents. There are at least two ways to share this information: through parent-teacher conferences and through written reports.

Parent-teacher conferences are essential. An open discussion with parents is the best way of sharing information about the child. These interviews are time-consuming and often difficult to schedule, yet necessary for an effective assessment. The teacher-parent conference requires a great deal of tact, understanding, insight, and skill in conference techniques. The following suggestions may be helpful to the teacher:

- Prepare carefully in advance.
- Ensure privacy and freedom from interruptions.
- Have an informal setting. (Don't sit behind a desk).
- Begin on a positive note.
- Encourage parents to talk.
- Listen with interest.
- Let suggestions come from the parents.
- Build on parents' suggestions whenever possible.
- Have records and child's work on hand to talk over.
- Make future plans cooperatively.
- Make notes after parents leave.
- Don't talk educational jargon.
- Don't pry.

Before the conference, a teacher may wish to send home a written report which may serve as the focal point of the conference. The written report might be a checklist with comments, or it might be a summary of the child's progress to date.

Many kindergarten teachers prefer conferences rather than written reports as the means for sharing the child's progress with parents. Teachers find that these conferences require about as much time as the preparation of written reports and that face-to-face interviews with parents are more rewarding in understanding each child in relation to her/his parents. Written reports, on the other hand, generally do not elicit much response from parents if they are not followed up by conferences.

Traditionally, the report card, sent home periodically to inform parents of their child's progress in school, has been the chief method of reporting. Today schools and parents recognize that a report card is only part of the broader program of communication. If a report card is the only means of communication between the home and the school:

- no strategy for cooperative child education can be mapped out with parents;

- degrees and shades of meaning expressed by voice inflexion and physical gestures in a personal interview are lost;
- parents' reactions to the report are not immediately known;
- communication flows only one way, instead of in both directions;
- the teacher learns nothing of parents' attitudes; s/he cannot make incidental observations which are often important to understanding both parents and child;
- at best, only a partial picture is transmitted; at worst, a written report may convey a totally wrong impression which can harm a child. There is no best system of reporting to parents; rather, the best system is the one that has been developed cooperatively by teachers, administrators, and parents, and is based on a sound knowledge of child development.

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APPENDIX A

Kindergarten Supplementary Information Form

Child's name ____

LANGUAGE AND CONCEPT DEVELOPMENT IN ENGLISH

Speaks in complete sentences: sometimes ________ often _________ always ___________

Speaks clearly (can be understood by others): sometimes _____ often _____ always _______

Tells colours of things ____

Can recite the alphabet: partially _______________ completely _________________________

Visually identifies letters of the alphabet: a few _________ many _________ all _________

Counts from 1 to 10 ____

Recognizes numerals 1 to 10: ____

Tells first name: ____

surname: ____

address: ____

telephone number: ____

Prints first name correctly: ____

Prints surname correctly: ____

Special remarks: (anything you want us to know or to give attention to) such as medical problems, allergies, home situation, etc...

APPENDIX B

Learning Centers

Learning Centers
The following descriptions are not intended to provide specific directions for arranging or setting up learning centers. However, they should be of some help in establishing learning centers; there are, of course, possibilities for learning centers other than those described here. Directions for activities should be illustrated and posted in the centers, and appropriate written texts exhibited.

Housekeeping/Dressup/Dramatic Art/ Centre de cuisine/Art dramatique
The importance of dramatic play cannot be overemphasized: masks, old clothes, aprons, baskets, magic wands, capes, crowns, flippers, over-sized shoes, child- sized furniture, pots and pans, play dishes, utensils, and pretend food can all serve to stimulate children's imagination, encourage language growth and develop self-concept.

Science Center/Centre des sciences
This center, like the Math center, will probably change as new ideas and units of study are introduced during the year. Basic equipment can include glass containers for aquariums and terrariums, materials for aquarium and terrarium construction, sand, stones, soil, animal cages, magnifying glasses, magnets, thermometers, scales, prisms, objects for sink and float experiments, and collections of pictures and books related to science concepts.

Listening Center/Centre d'écoute
This centre should be equipped with a cassette recorder (or turntable) and earphones to best exploit tapes (records) of French songs, stories, sounds of the farm and so on. Whenever possible, the written texts of the songs or the stories should be placed in the center for use by the children.

Reading Center/Coin de lecture
This is an important part of any classroom. To encourage reading, attractive books for browsing must be part of the reading experience. These books should be related to curriculum areas: favorite story and picture books, magazines, child-authored books, and other reading materials. A rug, soft pillows, a bean bag chair, a small lamp, a rocker, and suitable shelving all contribute to the cozy and appealing appearance of a "book nook".

Art Center/Centre des arts plastiques
While art activities sometimes spread across the entire room, one area located near a sink should house materials, supplies, and space for several children to work. Materials should be well-organized and easily accessible. Basic techniques for using any new media should be introduced to the entire class before children are expected to work independently or in groups. Simple directions with appropriate illustrations can be posted. Directions for cleaning up and a place to put completed projects are particularly important.

Although the types of materials are almost limitless, suggested basic supplies are newspaper, newsprint, fingerpaint paper, manila paper, vellum, construction paper, tagboard, a large roll of mural paper, scrap paper of all kinds (print shops are good sources of scraps), crayons, pencils, coloured chalk, tempera paints, ink or watercolour markers, fingerpaint, plaster, glue, tape, clay (modelling and ceramic), and all types of scrap materials (cloth, yarn, plastic, boxes, lids, spools, buttons, wrapping paper, styrofoam).

Math Center/Centre des mathématiques

Manipulative, concrete materials are necessary in the development of mathematical concepts. Suggested materials are attribute blocks, unit blocks, shape games, sets and number games, bottle caps, popsicle sticks, flannel board numbers and sets, clothespins, buttons, shells, number puzzles, magnetic numbers, wooden numbers, fraction fruits or other wooden solids, jar lids, dried beans, containers of varied sizes for volume measurement, scales and weights, rulers and metre sticks for linear measurement, geometric forms, and records with number songs.

Manipulative Materials Center/Coin d'activités

The importance of manipulative materials has been well-documented by Piaget, Montessori, and Froebel in their pioneering work in the education of young children. Concept formation, fine motor control, and perceptual motor skills are developed through the use of such materials. Although the list is limited only by the imagination, some useful materials are as follows: a variety of simple to complex puzzles, coloured cubes with pattern cards, mosaic tiles with pattern cards, lotto games, multi-shaped blocks, flannel boards and magnetic boards with felt shapes and small objects with magnetic backs, nut and bolt boards with holes in order of size, laces, and frames on which to string beads.

APPENDIX C

L'Orientation: Activities, Games and Songs

The following activities, games, songs, and resources are beginning points on which to build a successful curriculum. To facilitate planning the first few weeks in *la maternelle*, a list of rhymes, books, records and cassettes related to orientation are listed here.

Basic Concepts

- les formes géométriques: carré, cercle, triangle, rectangle
- les couleurs: rouge, bleu, jaune, vert
- les grandeurs: petit, moyen, grand/gros
- les parties du corps
- 1, 2, 3
- la famille: le père, la mère, les frères, les soeurs, les grandsparents
- les salutations d'arrivée et de départ ...
- les coordonnées de l'enfant
  - nom au complet: "Je m'appelle ...
  - numéro de téléphone
  - âge: "J'ai _ ans."
- le calendrier: jours de la semaine, fêtes des enfants
- expressions usuelles: s'il vous plaît; est-ce que je peux; J'ai fini

Listening Games

An important component of the French immersion curriculum is listening games which further the child's concentration and help oral comprehension. There are various listening games that can be quite helpful to the kindergarten teacher, especially at the beginning of the school year:

1. **sound games** - the students close their eyes and try to identify a sound made by the teacher. (There are many variations of this game).

2. **colour games** - in one version of "Feu rouge, feu vert" the children advance towards the person saying green light and stop on the red light.

3. **guessing games** - **a.** one child has her/his back to the others as another says "Qui est-ce?" and the one with her/his back turned tries to guess the other's identity.

   b. an object is hidden and one child tries to find it while her/his peers say "tu as chaud" (you are near) or "tu as froid" (you are far away).

4. **singing games** - **a.** "Le fermier est dans son pré". Children form a circle and choose another child for the next role.

   b. "Sur le pont d'Avignon" - children form two lines while the lead "couple" dances through the line to come out at the end.

5. **adapted songs** - "Si tu aimes le soleil, frappe les mains", can be adapted for orientation by singing "Si tu portes du rouge, tape les mains". Children wearing red clap hands and so on.

Comptines, Chansons, Rondes, Musique

Salutations

Objectif: Apprendre les salutations d'arrivée et de départ.

1. Bonjour les amis
   Bonjour les amis, bonjour (bis)
   Bonjour les amis, bonjour les amis
   Bonjour les amis, bonjour
   Bonjour

2. Bonjour tout le monde
   Bonjour tout le monde, comment ça va?
   Comment ça va? Comment ça va?
   Bonjour tout le monde, comment ça va?
   Très bien merci.

3. Bonjour
   (Twinkle, Twinkle Little Star)
   Bonjour, bonjour
   Comment allez-vous?
   Très bien, merci
   et puis vous?

4. Au revoir mes amis
   Au revoir mes amis, au revoir (bis)
   Au revoir mes amis, au revoir mes amis
   Au revoir mes amis, au revoir.
   Au revoir!

5. Au revoir tout le monde
   Au revoir tout le monde, à la prochaine!
   A la prochaine! à la prochaine!
   Au revoir tout le monde, à la prochaine!
   A la prochaine fois.

6. Je m'appelle
   Je m'appelle Mme _________, comment t'appelles-tu?

7. Je m'appelle
   (sur le pont d'Avignon)
   Tout le monde a un nom
   Toi et moi et tout le monde
   Écoutons un joli nom
   Je m'appelle _________.

La Routine de la Classe

Object: Initier l'enfant à des routines journalières.

A. Silence

Objectif: "Garder silence" à la demande du professeur

1. On ferme la bouche
   On croise les mains
   Un, deux, trois, silence!
   (C'est le temps des présences)

2. Un
   Deux
   Trois
   Quatre
   Cinq
   SILENCE!

3. Mets ton doigt
   (If you're Happy)
   Mets ton doigt sur ta bouche, sur ta bouche (bis)
   Mets ton doigt sur ta bouche,
   Dis-moi "Ch, ch, ch"
   Mets ton doigt sur ta bouche, sur ta bouche

B. Rangement

Objectif: Ranger le matériel.

1. Le temps est arrivé
   De tout, de tout ranger
   Le temps est arrivé
   De ranger les jouets.

2. Ramassez
   (sur le pont d'Avignon)

   (a) Ramassez, ramassez, c'est le temps de ramasser (bis)
   (b) Ramasser, ramasser
   C'est le temps de ramasser
   Ramasser, ramasser
   Tout le monde doit aider.

3. Ohé, ohé, c'est le temps de ramasser (de tout ranger).

Les Couleurs

Objectif: Reconnaître les couleurs apprises.

1. Si tu portes ...
   (If you're happy and you know it)
   Si tu portes du rouge, tape les mains (bis)
   Si tu portes du rouge (3)
   Tape les mains
   (Substituer les couleurs: jaune, vert, etc.)

La Famille

Objectif: Apprendre le nom des membres de la famille.

1. J'aime papa, j'aime maman
   (*Tous ensemble*, Doubleday)
   J'aime papa, j'aime maman
   J'aime mon petit chien, mon petit chat, mon petit frère
   J'aime papa, j'aime maman
   J'aime ma grand-mère et mon gros éléphant

Compter

Objectif: Apprendre les chiffres de 1 à 7.

1. Violette en bicyclette
   (*Tous ensemble*, Doubleday)
   1, 2, 3, 4, 5, 6, 7 Violette, Violette
   1, 2, 3, 4, 5, 6, 7 Violette en bicyclette.

2. Quel âge as-tu?
   (*Tous ensemble*, Doubleday)
   Quel âge as-tu?
   Petit poupon?
   Un an,
   Deux ans,
   Trois ans,
   Quatre ans,
   Cinq ans,
   Six ans!

3. Un éléphant
   (*Tous ensemble*, Doubleday)
   Un éléphant,
   Ça trompe, ça trompe
   Un éléphant,
   Ça trompe énormément.

   Deux éléphants ...
   Trois éléphants ...

4. Un, deux, j'ai deux oeufs
   Trois, quatre, il faut les battre
   Cinq, six, sept, une omelette

Les Parties du Corps

Objectif: Apprendre les noms des parties du corps.

1. Tête, épaules, genoux, orteils
   Tête, épaules, genoux, orteils,
   Genoux, orteils, genoux, orteils
   Tête, épaules, genoux orteils
   Yeux, nez, bouche, oreilles.

2. Le Boogie Woogie
   Tu mets la main devant,
   Tu mets la main derrière,
   Tu mets la main devant.
   Tu la secoues vraiment.
   Tu danses le boogie woogie
   Un petit tour et puis ça recommence.

   (Tu mets le pied devant ...
   Tu mets la tête devant ...
   Tu mets le nez devant ...
   Etc.)

3. Un petit pouce
   Un petit pouce qui branle (3x)
   Ça suffit pour s'amuser.

   (Une petite main ...
   Une petite tête ... etc.)

4. Mets ta main
   (If you're happy and you know it)
   Mets ta main sur ta tête, sur ta tête (bis)
   Mets ta main sur ta tête, dis-moi si c'est ta fête.
   Mets ta main sur ta tête, sur ta tête.

5. Si tu aimes le soleil
   (If you're happy and you know it)
   1. Si tu aimes le soleil, frappe les mains (bis)
      Si tu aimes le soleil (3)
      Frappe les mains.
   2. Claque des doigts
   3. Dis hourrah!
   4. Fais les trois.

6. Les moustiques piquent
   (*Les comptines de Ribambo et Ribambelle*, Graficor)
   Les moustiques piquent,
   piquent mon menton,
   piquent mes oreilles,
   piquent mes orteils.

Le Calendrier

Objectif: Apprendre le nom des jours de la semaine.

Les jours de la semaine
(Farmer in the Dell)

Lundi pendant la nuit,
J'ai vu une grosse souris.
Tra la la la la la!
Oups! Elle est partie!
Mardi pendant la nuit
J'ai vu deux grosses souris.
Tra la la la la la!
Oups! Elles sont parties!

Mercredi pendant la nuit
J'ai vu trois grosses souris.
Tra la la la la la!
Oups! Elles sont parties!
(Continuer pour les autres jours de la semaine).

La Sécurité

But: Rendre la vie de l'enfant plus sécurisante.

1. Les roues de l'autobus

Objectif: Distinguer le rond et le rectangle.

Les roues de l'autobus tournent en rond,
Tournent en rond, tournent en rond!
Les roues de l'autobus tournent en rond,
Comme des boutons.

Les fenêtres de l'autobus sont en rectangles,
En rectangles, en rectangles.
Les fenêtres de l'autobus sont en rectangles,
En rectangles.

2. Produits dangereux
   (Here we go Round Mulberry Bush)

Objectif: Lire visuellement les étiquettes de produits dangereux.

Tous les produits dangereux, dangereux,
dangereux
Tous les produits dangereux
Nous disent "Ne touchez pas".

Maintenant nous savons les symboles, les
symboles, les symboles.
Maintenant nous savons les symboles,
Il faut s'en souvenir.

3. Arrête! Regarde! Écoute!
   (*Tous Ensemble*, Doubleday)

Objectif: Observer les règlements de traversée de rues.

Arrête!
Regarde!
Écoute!
Avant de traverser.
Regarde avec les yeux.
Écoute avec les oreilles.
Puis marche avec tes pieds.

APPENDIX D - 1

Sample Integrated Theme for Orientation

L'école. (Integrating related concepts, values and skills in all areas of learning).

Children who enter French immersion Kindergarten at the opening of the school year must become acquainted with a new environment, new routines, a new language and many unfamiliar people. They must deal with self in the context of this new physical and social environment and with the similarities and differences they find in others. Their world is fast becoming a "Me and Others" world. Active learning situations must be planned for and interaction with the new environment encouraged.

Objectives

1. To acquaint children with their new environment and to help them feel happy and secure at school.
2. To help children learn their way around the school and the school grounds.
3. To teach children to keep the school clean.
4. To familiarize children with the jobs of adults in the school and the many ways that the work of the school personnel affects them.
5. To help children grow in their ability to play and work in a group.
6. To teach children the school rules.
7. To promote closer relationships between home and school.
8. To encourage children to value their immediate environment and the everyday things around them.
9. To introduce the French-language vocabulary of the school and to develop comprehension of basic routines and instructions.

Suggested Activities

1. Talk about school and the people at school.
   (a) Sing songs related to the topic and read stories about school.
   (b) Introduce comptines and establish classroom routines.
   (c) Have each child bring a small photo from home. Display photos with the children's names printed underneath.
   (d) Play games with the children's names printed on strips of paper.
   (e) Have children draw a picture of themselves. Display pictures.

2. Plan trips around the school. Talk to children about the trips in advance.
   (a) Take the children on a tour of the school building, to become acquainted with the building (*sortie, toilettes, gymnase*, etc).
   (b) Take the children to visit school personnel (*Directeur(trice), sécretaire, concierge*, etc.).
   (c) Take the children to other immersion classrooms, to meet children and teachers and see them at work and play.

    (d) Make a trip around the Kindergarten classroom. **This is an important trip**. Children need to know where to find books, toys, crayons, paper; they need to know how to live freely and independently within the bounds of classroom rules and routines. Label classroom objects and introduce the French names for these objects.

3. Plan for visits by others to the Kindergarten classroom. Have children think about these visits as "visits to our room".
    (a) Invite the principal, other teachers, a doctor, the school nurse, the dentist, a police officer, the mayor, other available community workers, and family members to visit the Kindergarten.
    (b) Invite other immersion children in the school to come to share an experience or a party, to perform songs or skits or to read to the class.

4. Play together.
    (a) Engage in dramatic play using play equipment, beads, puzzles, etc. Emphasize good fun together, sharing, taking turns, caring for materials, and making and obeying rules necessary for safety and good social living.
    (b) Play folk games, such as *Le fermier dans son pré, Trois fois passera*, etc..
    (c) Sing action songs such as *Tête, épaules, genoux, orteils.*

5. Plan and work together.
    (a) Make the classroom attractive and enjoyable:

        by finding, using, and taking care of things already in the room
        by bringing materials - toys, pictures, plants, flowers - from home
        by making puppets and colouring pictures during work time.
    (b) Discuss and plan good work habits. The teacher plans learning centers that children can help care for and that contain interesting materials.
    (c) Make things to take home to share with others.
    (d) Prepare for a "meet the teachers" night:
        (i) by decorating invitations
        (ii) by taking invitations home
        (iii) by arranging the room.

6. Plan trips in the immediate neighbourhood of the school.
    (a) Talk about things in the immediate environment and encourage children to be observant of everyday things. Label classroom objects. Play observation games such as *Qui peut trouver un objet rouge?*
    (b) Take pictures of support personnel, display them on a bulletin board and label them.
    (c) Visit buildings that are near the school. Upon returning to the classroom, discuss what was found and make drawings of what was seen.
    (d) Talk about and dramatize good safety practices. Make a mural of the school or neighbourhood. This may be a large piece of paper on which houses, drawn or cut out by the children, are arranged. It may be painted or, if done near the end of the theme as a culminating activity, drawn directly on cloth or paper. There need be no particular emphasis on the real location of all of the buildings or their size or shape.

Evaluation

The teacher should **question** and **observe**.

Focus Questions.
1) How many rooms are in our school? What different rooms are in our school? What happens in these?
2) What are the jobs of grown-ups in our school?
3) What are we learning in our school? (Here many subjects will surface).

Affective Learning.
1) School is a desirable place to be.
2) Cooperation is necessary. We are interdependent.
3) People are different in some ways and these differences are interesting - size, colour of eyes, hair, face shapes, etc.
4) People can do different things.
5) Plan a mini talent show for the parents.

Skills.
1) The ability to play and work in a group: taking turns, sharing materials and toys, doing one's own share of work, planning fun together, making new friends, and helping others.
2) Trustworthiness and reliability: caring for one anothers' belongings, obeying rules, refraining from annoying others, sharing duties.
3) Courtesy: listening when others are speaking, refraining from pushing and disturbing others, playing fair in games, being friendly with all of the group.

APPENDIX D - 2

Sample Integrated Theme

BOUCLES D'OR ET LES TROIS OURS

Niveau: La Maternelle
Durée: 3 semaines
Temps: 2e thème de l'année scolaire
(mi-septembre)

	OBJECTIFS	VOCABULAIRE	ACTIVITÉS
Ecoute Compréhension Langage	- attirer l'attention des enfants - développer l'écoute: la perception la compréhension - apprendre le vocabulaire en répétant - mémoriser	- noms (commun) - expressions: la maison la forêt le bol le gruau le lit la chaise la table la fille	- faire apporter des ours en peluche - lecture du texte, histoire racontée, et composée par les enfants - discrimination auditive (voir centre d'activités) - Dramatisation (pièce, jeu improvisé) - chansons - comptines (inclus) - jeu oral avec les sons: (en utilisant des gestes) ou, ou, ou --- un grand ours or, or, or --- boucles d'or on, on, on --- la maison et, et, et --- la forêt - cartes éclairs - tableau de feutre avec les objets en feutre découpé - histoires qui parlent d'ours (bibliographie)
Mathématiques	- les chiffres de 1 à 3	- un, deux, trois	- tableau de feutre avec chiffres - faire des chiffres avec la pâte à modeler - faire des chiffres avec de la laine
	- les grandeurs	- grand, petit, moyen	- jeux oraux avec petit, moyen, grand
	- les formes	- le carré - le triangle - le rectangle - le cercle	- centre avec trousse de formes géométriques - jeu avec formes géométriques de couleur - feuilles de travail

Sciences	- les contraires	- (très) chaud, froid - dur, mou - pareil, différents	- faire et manger du gruau - faire un petit livre d'objets "dur et mou" (classification) - jeu de chaud et froid - feuille de travail
	- l'enfant et le mouvement	- sauter marcher	- chansons: 'Marche, marche, marche' 'Marche petit lion, saute petit crapaud' 'Sur, sous, dans, devant et derrière'
	- les positions	- sur, dans	
Sciences Humaines	- la famille	- Papa ours - Maman ours - Bébé ours	- jeux de mains (chaque doigt représente un membre de la famille) - chansons de famille - "Moi et ma famille" livret où l'enfant dessine ou colle des photos de lui-même et de sa famille) - chanter comme: Papa ours Maman ours Bébé ours
Santé	- la santé	- se promener - manger - c'est bon, c'est pas bon	- une promenade dans la classe ou dehors - préparer et manger le gruau ensemble
Ecriture	- faire la lettre - tracer les chiffres 1, 2, 3 - tracer sur des lignes en pointillés	- tracer - la ligne (sur la ligne) - le crayon - le papier	- pictogrammes - dessin (faire des messages avec des estampes) - les enfants copient des mots avec une machine à écrire - tracer des formes (en suivant des pointillés) - tracer les poils sur les ours - découper des lettres en carton - tracer au tableau avec de la craie - jeu de casse-tête (images et lettres)
Psychomotricité Musique Education Physique	- expressions mimées - développer de la co-ordination	- se promener - marcher - sauter	- suivre le rythme de la musique - marche des ours (comme papa ours, maman ours, bébé ours) - mimer les actions dans l'histoire: entrer, courir, se promener (gymnastique) s'asseoir sur une chaise la chaise se casse - discrimination visuelle: compléter des dessins où il manque des parties sélectionner les images qui font partie de l'histoire

	OBJECTIFS	VOCABULAIRE	ACTIVITÉS
Arts Plastiques	- découper - coloriage - assemblage (collage, 'couture') - modelage	- couper, découper - les ciseaux - la colle, coller - la laine (assemblage) - la pâte à modeler	- maison des trois ours (casse-tête, pliage) - marionnette des trois ours (découpage, assemblage) - masque d'ours (découpage, coloriage) - coloriage collectif mural (découpage, coloriage) - murale faite par les enfants (collage, peinture) - mobiles (forêt suspendue)
Evaluation	- langage (mots de vocabulaire)	- voir ci-dessus	En Groupe - pièce de théâtre (participation des enfants) - feuilles de travail - Ours #1: Comment t'appelles-tu?) Je m'appelle Calinours.) - Calinours, Calinours, que vois-tu? que fais-tu? (pendant l'année scolaire on renforcera ces structures) - les centres d'activités Individuelle - centres d'activités centre d'écoute centre de bricolage - observation continue - conférences

APPENDIX E

Sample Schedules

I. La Première Journée en Maternelle

1. Accueil des élèves

- Accueillir chaleureusement les enfants un à un à la porte de la salle de classe et distribuer des étiquettes ou des chapeaux portant le nom de l'élève
- Diriger les enfants vers les centres de jeux installés préalablement, bien en évidence:
  - centre de pâte à modeler
  - centre de blocs
  - centre de jeux
  - centre de casse-têtes
  - centre du tableau de feutre
  - centre de la cuisine

Il est préférable de limiter le nombre de centres à trois ou quatre pour la première semaine afin de faciliter l'adaptation de l'enfant à son nouvel environnement.

Le professeur profite de cette période pour circuler parmi les enfants, observer et établir un contact avec eux. La durée de cette période de jeux peut varier; il faut tenir compte des intérêts des enfants et de l'attitude du groupe. En général, on y consacre entre quinze et trente minutes; de semaine en semaine le temps consacré au jeux libres sera diminué.

2. Transition entre jeux libres et activité du groupe

Si le professeur le désire, il peut introduire dès la première journée une chanson qui aidera à établir la routine pour le rangement des jeux.

Bras bien haut
(sur l'air de Sur le Pont d'Avignon)
Bras bien haut (bis)
Tous les petits bras bien haut
Ramassons et plaçons
Toutes les choses que nous voyons.

On a bien joué (Train -train de chansons)
(sur l'air de Frère Jacques)
On a bien joué (bis)
ce matin (bis)
Tout est en désordre (bis)
Il faut ranger (bis)

3. Activités de groupe

Faire asseoir les enfants sur le tapis en cercle ou en demi-cercle.

a) Chanson/Introduction: mettre les enfants à l'aise en leur chantant une courte chanson à l'aide d'une marionnette. (*Frère Jacques; Bonjour les amis; A l'école.*)
b) Les présentations et présentation d'une marionnette. La marionnette se présente à la classe. Elle parle avec chaque enfant en demandant leurs noms.

- Le professeur roule un ballon vers un enfant en le nommant. L'enfant à son tour roule le ballon au professeur en le nommant. Chacun y passe.
- (Variante) Le professeur roule un ballon vers un enfant en disant ou chantant "Je m'appelle Mme______________. Comment t'appelles-tu?" L'enfant répond, en roulant le ballon vers un autre enfant. Chacun y passe.
- Sur le plancher, le professeur place des

feuilles portant les noms des élèves. Chaque élève, à son tour, trouve son nom et le montre à la classe. La classe dit bonjour à chaque élève.

4. La Visite de l'école

Faire la visite de l'école et présenter le personnel. C'est une bonne occasion pour expliquer comment se mettre en rang, comment se comporter à l'extérieur de la salle de classe, et dans la salle de bain.

5. La Collation (Le goûter)

a) Avant le goûter, chanter une petite chansonnette:
 Comptine
 Attention, attention
 C'est l'heure de la collation
 du bon lait, s'il vous plaît,
 des bons fruits, oui merci.
b) Courte prière avant de manger:
 Merci, Seigneur, pour la nourriture.

6. Travail aux sièges

Faire asseoir les enfants aux tables pour faire un travail écrit (i.e. tracer sur la ligne pointillée un dessin et colorier).

7. Activité de psychomotricité globale

L'enfant s'exprime avec son corps en suivant le modèle du professeur. Le professeur met un disque de musique rythmique et les enfants doivent reproduire les gestes du professeur.

8. Activité de détente

Faire jouer ou chanter une chanson douce telle "Fais dodo" (*Ribambo et Ribambelle,* Graficor). Les enfants s'étendent sur le tapis pour quelques minutes de repos.

9. Jeu de doigts

Le professeur exécute le jeu de doigts devant les enfants. Les enfants observent. Par la suite, le professeur invite les enfants à le refaire avec lui.

Claquer claquer petites mains
Claquer claquer plus fort
Tourner tourner petites mains
Tourner tourner plus vite
Voler voler petites mains
Voler voler plus haut

10. Lecture

Le professeur lit une histoire courte, intéressante et bien illustrée aux enfants, si possible un grand livre.

11. Départ

Le professeur établit la routine pour le départ qui inclut le rangement, la distribution de travaux, la chanson de départ, l'habillage, et le départ.

a) Au revoir, mes amis au revoir (bis)
 Au revoir, mes amis
 Au revoir, mes amis
 AU REVOIR
b) Au revoir tout le monde
 A la prochaine, à la prochaine, à la prochaine
 Au revoir tout le monde
 A la prochaine
 A la prochaine fois.

II. Horaire d'une journée typique

Thème: Les trois ours

08h40 Entrée, accueil, déshabillage, jeu libre

09h00 Cercle, appel, prière, calendrier, routines journalières, chansons

09h15 Présentation du thème à travers:
- lecture de l'histoire
- comptines, jeux de doigts, chansons
- lecture partagée
- histoire collective/poème collectif
- journal de la classe/journal personnel
- dramatisation de l'histoire
- film ou vidéo sur les Trois Ours ou sur le thème e.g. les ours, la forêt, la sécurité

10h15-10h35 Goûter, récréation

10h40-11h10 Education physique/musique/bibliothèque

11h10-11h40 Centres d'activités (4 ou 5 enfants par centre)

centre d'écoute
centre de jeux (déguisements, dînette, casse-tête, jouets éducatifs)
centre d'art dramatique (avec le prof/aide)
centre des concepts à développer (bac à eau/sable/manipulatifs)
centres variés - peinture, pâte à modeler, ordinateur

11h40 rangement, chanson de départ, habillage
départ

Si possible, il est préférable d'avoir de l'aide dans les centres. Un parent volontaire ou élève d'une classe plus élevée peut savoir ou apprendre assez de français pour assister les enfants dans un centre.

Au début de l'année, les élèves vont parler très peu de français dans les centres mais on peut s'attendre à ce que les élèves utilisent le français de plus en plus à mesure que l'année progresse.

APPENDIX F

Sample Kindergarten Checklist

Child's Name: ______________________________

School year: ______________________________

Birthdate: ______________________________

1. not yet observed
2. with assistance
3. independently

	ASSESSMENT DATES			
Personal Development				
- Says name				
- Age				
- Names and locates body parts				
- Tells right from left				
- Shows independence in dressing				
Social/Emotional Growth				
- Says "s'il vous plaît", "excusez-moi", "merci"				
- Plays well with others				
- Makes mistakes without becoming upset				
- Responds to directions				
- Cares for personal and school property				
- Has adjusted well to the program				

	ASSESSMENT DATES			
Fine Motor Control				
- Recognizes shapes by touch				
- Can cut, paste, string beads, build				
- Laces and ties shoes				
Visual Skills				
- Displays visual directionality:				
a) left to right				
b) top to bottom				
c) clockwise				
d) counterclockwise				
- Displays left to right progression:				
a) sequencing				
b) counting				
- Copies patterns and shapes				
- Shows appreciation of pictures by comments about details in the picture				
- Demonstrates ability to locate faraway object				
- Distinguishes between figures and background in a picture				
Auditory Skills				
- Identifies sounds:				

	ASSESSMENT DATES			
a) environmental				
b) animal				
c) instrument				
d) loud and soft				
e) high and low				
- Recognizes spoken words which begin with the same sound				
- Recognizes sounds or words which rhyme: e.g. moi, toi				
- Discriminates likenesses and differences: e.g. tu, tous				
a) speech sounds				
b) instrument sounds				
- Locates direction (origin) of sound				
- Displays auditory memory:				
a) imitates a clapping sequence				
b) claps syllables of a word				
c) imitates sounds				
d) responds to commands				
e) repeats words clearly				
f) repeats sentences clearly				

ASSESSMENT DATES

Listening skills				
- Listens attentively in class				
- Shows comprehension by answering questions concerning a story that has been read aloud				
- Is able to follow directions in French e.g. Encercle ... Découpe ... Ramasse ... Dessine ... a) one direction at a time				
b) two directions at a time				
c) more than two directions at a time				
- Understands and responds to questions related to personal experience that involve sequence, e.g., Teacher: As-tu vu le Père Noël à la parade? Child: Oui/Yes. Teacher: Qu'est-ce qu'il a dit? Child: Ho, Ho, Ho!				
- Understands the everyday language used in the classroom, e.g. "C'est l'heure de la collation."				
- Shows comprehension of plurals, e.g., **la** main - **les** mains; **un** ski - **des** skis				
Oral Expression				
- Speaks French, as the school year progresses, to express everyday classroom needs. e.g. "J'ai fini." "Puis-je aller aux toilettes?"				

	ASSESSMENT DATES			
- Contributes to group discussions in French by giving simple answers to questions asked by teacher in French				
- Uses acceptable pronunciation				
- Adds new words to French vocabulary				
- Incorporates acquired French vocabulary in her/his classroom speech, e.g. "Is it time to go à la maison?"				
- Creates own phrases or sentences in French				
- Shows willingness to speak French				
- Draws a picture and tells about it with the help of the teacher, e.g. Teacher: Qu'est-ce que c'est? Child: Un éléphant Teacher: De quelle couleur est-il? Child: Rouge				
- Can repeat most rhymes and songs learned in class				
Literacy development				
- Shows interest in books				
- Interprets pictures and illustrations				
- With cues and prompting, predicts the outcome of a story, e.g., "La chenille se change en ...?"				
- Using pictures, is able to reconstruct the sequence of a story				

		ASSESSMENT DATES			
-	Dramatizes simple stories, poems, and nursery rhymes				
-	Associates sound and shape of alphabet letters				
-	Can name alphabet letters in French				
-	Prints letters of the alphabet				
-	Prints own name				
-	Can associate capital and small letters				
-	Copies some words				
-	Recognizes some words in print, e.g., colour words, names, common vocabulary				
-	Recognizes that writing carries a message				
-	Classifies and categorizes data: a) sees similarities				
	b) sees differences				
	c) recognizes opposites				
-	Recognizes spatial relationships (sous, sur, à côté de, devant, derrière, dans, par-dessus)				
-	Dictates short stories to the teacher				
-	Participates in collective story writing				
-	Expresses interest in reading and writing				

APPENDIX G

Vocabulaire et Structures de Base

Children in the French Immersion Kindergarten would be expected to understand most vocabulary and structures from each of the following categories by the end of the school year. The following list is not intended in any way to be definitive, and teachers should feel free to add to it as they see fit.

SALUTATONS ET FORMULES DE POLITESSE

Salut
Bonjour
Au revoir
A demain
Bonne fin de semaine
A bientôt
Comment ça va? Ça va bien?
Ça va bien
Ça va mal
Comme ci, comme ça
Merci
De rien
Bienvenue
S'il vous plaît
S'il te plaît
Bon appétit
Bonne journée

Je m'appelle
Comment t'appelles-tu?
Puis-je ....
Est-ce que je peux ....
Où est ....
Quand ....
Qui ....
Pourquoi ....
Est-ce que ....
Veux-tu ....
Est-ce que tu veux ....
Combien de ....
Qu'est ce que ....
Y a-t-il ....
Est-ce qu'il y a ....
Quel âge ....

VERBES

aller
attacher
arrêter
avoir

boire
brosser

chanter
chercher
coller
colorier
comprendre
connaître
crier
courir

danser
découper
descendre
devoir

écouter
écrire

entrer
être

falloir
fermer
frapper

goûter

hurler

jouer
laver
lire

marcher
mettre
monter
montrer

ouvrir

parler
pendre
perdre
placer
pleurer
pouvoir

ramasser
ranger
regarder
répéter
rester

s'appeler
s'asseoir

sauter
savoir
se déshabiller
se disputer
se lever
s'essuyer
s'habiller
sortir

taper
tirer
toucher
tourner
travailler
trouver

venir
voir
vouloir

VOCABULAIRE

les jours de la semaine
les chiffres
les mois de l'année
les saisons
les couleurs
les formes
les fêtes spéciales
les vêtements
les parties du corps
les animaux
la météo

le vocabulaire de la salle de classe
le vocabulaire de l'école
le vocabulaire de la maison
la famille
les moyens de transport
les métiers
la ville
la campagne
les émotions
les relations spatiales/prépositions (gauche, droit, haut, bas, etc.)

ADJECTIFS / ADVERBES

affectueux(se)

beau/belle
bien
bon(ne)

content(e)
court(e)

doux(ce)

différent(e)
difficile
doucement
dur(e)

épais(e)
excellent(e)

facile
fâché(e)
fantastique
formidable

gentil(le)
grand(e)
gros(se)

joli(e)

léger(e)
lentement
lisse
long(ue)

mauvais(e)
mince
mou(molle)

pareil(le)
petit(e)

rugueux(se)

vite

AUTRES

être
avoir (avoir faim, soif, etc.)
comparaisons (plus, moins, autant que, le(la) même ... que)
il y a
il n'y a pas
voici, voilà
c'est, ce sont
d'accord
c'est dommage

c'est l'heure de ...
c'est le temps de ...
maintenant
plus tard
tantôt
tout de suite
demain
hier
la semaine prochaine
jours / semaine

APPENDIX H

Resource Materials and Useful Addresses

Resource Materials

1. Resources for La Maternelle
2. Teacher Resources (General)
3. Drama Resources
4. Poetry and Comptines
5. Music Resources
6. Audio-Visual Materials
7. Collections of Children's Literature/Reading Material
8. Cultural Resources
9. Games for La Maternelle

Useful Addresses

1. Information on and/or Meetings with Authors and Illustrators
2. Magazines/Journals on Children's Literature
3. Educational Journals/Magazines
4. Magazines for Children
5. French-Language Newspapers
6. Francophone Associations
7. Tourist/Cultural Information
8. School Correspondence
9. Federal Departments and Agencies
10. Diverse Documents
11. Educational Software
12. Publishers/Distributors of Print Materials
13. Audio-Visual Materials

RESOURCE MATERIALS

1. Resources for La Maternelle

Carleton Roman Catholic School Board	*Psychomotricité chez les petits* *Français General Program: Maternelle immersion* (Vol. 1 and 2 with cassettes)
Le Centre franco-ontarien de ressources pédagogiques	*Plan d'activités: Prématernelle* (Vol. 1 - 5) *Plan d'activités: Maternelle* (Vol. 1 -13) *Programme du cycle préparatoire: 5 ans Plans d'études* (Vol. 1 - 10 and cassettes) *Les quatre savoirs: Maternelle, Jardin* *La rocade*
Chantecler	*Amusons-nous à additionner* *Amusons-nous à soustraire*
Editions Franc-Jeu	*Rions en français: Une centaine d'idées pour jouer en français*
Editions de l'Homme	*Préparez votre enfant à l'école*
Edmonton Roman Catholic School District	*Au jardin des petits* (Vol. 1 - 6)
Fédération provinciale des comités de parents	*Créactivité*
Globe/Modern Curriculum Press	*The Magnetic Way into Language*
Graficor	*Pistache à la maternelle* *Le chant à l'école maternelle* *Le petit chapeau rond rouge*

Guérin	*Eveil aux arts plastiques chez les jeunes* *Ecolovie: Les sciences de la nature au préscolaire*
L'image de l'art	*Imagine et moi*
Lidec	*Les activités d'auto-apprentissage: Un jeu d'enfant* *Jeu d'imprimerie: jouons avec les pictogrammes*
Ministère de L'Education du Québec	*Guide pédagogique: préscolaire*
Nelson	*Early Experiences*
Ottawa Board of Education	*Unités préparées pour la maternelle*
Saskatchewan Education	*Maternelle en immersion: guide pour journal pédagogique*

2. Teacher Resources (General)

ACPI (1989). Recueil de documents pédagogiques pour l'immersion. Ottawa: ACPI.

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The Board of Education for the City of North York (1985). *Look Hear: Developing Programs for Primary Children Based on Observations of Learning Needs.* Willowdale, Ont.: NYBE.

Borla, C. M. (1985). *The Good Apple Guide to Learning Centers.* New York: Good Apple Inc.

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Cazden, C. B. (1981). *Language in Early Childhood Education.* Washington, D. C.: The National Association for the Education of Young Children.

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3. Drama Resources

Etudes Vivantes (CEC)	*Le rideau s'ouvre*
Graficor	*Sortons des coulisses!*
Leméac (Diffusion Prologue)	*Théâtre pour enfants*
Québec/Amérique	*Jeunes publics*
Ville-Marie (Les Editions Françaises)	*Théâtre des livres vivants*

4. Poetry and Comptines

Armand Colin-Bourrelier(Somabec)	*Eveil à la poésie* *Poèmes à l'école* *Poèmes de partout et de toujours* *L'enfant et la poésie* *Jeux de doigts, jeux de rythme* *Chansons pour jouer* *Chants et rimes*
Casterman (ADP)	*Direlire*
Centurion Jeunesse	*Comptines à mimer* *60 chansons, 60 musiques et 6 noëls* *60 poésies, 60 comptines* *99 poèmes, 9 contes, 9 comptines*
La Courte Echelle	*Lune en or*
Deux coqs d'or	*Jolis contes et belles rimes*
Editions Messidor (Mondia)	*La farandole, Collection Poésimages*
Les Entreprises Culturelles	*Les comptines de Jocelyne*
Etudes Vivantes	*Comptines animées*
Fleurus	*Comptines, parlées et chantées* *Comptines pour apprendre en s'amusant*
Graficor	*Comptines de Ribambo et Ribambelle* *Un goûter de poésie*
Guérin	*Les activités poétiques*

Hurtubise HMH	*Comptines en bulles* *Rimes en bulles*
Leméac	*Comptines traditionelles du Canada français*
Nathan (ADP)	*Poésie pour tout petits* *Rondes et comptines*
Retz	*Mon premier cahier de poésie*
G. P. Rouge et Or	*Rondes et comptines*
Trécarre	*101 comptines et bricolages*
Ville-Marie (Les Editions Françaises)	*De la neige au soleil*

5. Music Resources

A. Print Materials

Alphonse Leduc	*Un chemin pédagogique en passant par les chansons Vol. I - IV* *Chant - musique* Vol. I - II
Beauchemin	*Arcs-en-sons*
Centre de documentation Marius Barbeau	*J'ai tant dansé, j'ai tant sauté*
Centre franco-ontarien de ressources pédagogiques	*La farandole: Le folklore à travers les arts d'expression*

Centurion Jeunesse / Somabec	*60 chansons, 60 musiques* *12 chansons, 12 comptines no. 1 et no. 2* *66 chansons, 6 canons, 6 noëls* *Les chansons que je chante à mes enfants*
Les Entreprises Culturelles	*Musicabec: Le temps des fêtes* *Coll. La bonne chanson*
Flammarion	*Album-disques du Père Castor* *Scions du bois* *A la ronde* *Coll. Rondes et jeux dansés*
Fleurus	*Rondes et jeux de tresse*
GLC Silver Burdett	*Musique s'il vous plaît* (3 cassettes et guide)
Gordon V. Thompson Music	*Chansons pour s'amuser*
Guérin	*Chantons / Dansons I et II* Poèmes et chansons
Hurtubise HMH	*Chantons sous les bulles*
Les Nouvelles Editions de l'Arc	*Chansons, contes & comptines* (Gilles Vigneault)
Mondia	*Chante-tout* *Jeux de notes, jeux de rythmes* *La musique enchantée* *Chansons à mimer et à danser*
Nathan (ADP)	*Rondes et chansons*

G. P. Rouge et Or	*Ah! mon beau château et autres chansons*
Scarabée	*Au p'tit bois charmant*

B. Cassettes/Records

Attic Records	*Zing Zang Zong* *Saute crapaud*
Centre d'activités françaises	*Collection Joan Northcott*
Centre franco-ontarien de ressources pédagogiques	*La farandole*
La Chèvre Entreprises	*Cinq croissants* *Collection Henri Dès*
Distribution Select	*Chantons avec Marie Eykel*
Les Editions Clown Samuel Inc.	*Collection Suzanne Pinel*
Edouard et Micha Inc.	*Créons* *Chantons*
Etudes Vivantes//Ed. Projets	*C'est la récréation* *Chansons dans le vent* *Barbichon, Barbichu* *Train - Train de chansons*
Graficor	*Comptines de Ribambo et Ribambelle* *Le chant à l'école maternelle*
Mondia	*Mimi, Paul et Chabichou*

Muffin Recording Co.	*Collection Matt Maxwell*
Presse Import Léo Brunelle Inc.	*Collection Passe Partout*
Tanglefoot Media	*J'ai des amis*

6. Audio-Visual Materials

Copp-Clark Pitman	*Muzzy*
Department of Education Learning Resources Distribution Center	*C'est chouette en classe*
Department of Education Learning Resources Distribution Center	*Frère Jacques*
Department of Education Learning Resources Distribution Center	*La petite poule rouge*
Department of Education Learning Resources Distribution Center	*Le petit chaperon rouge*
Department of Education Learning Resources Distribution Center	*Les trois ours*
Department of Education Learning Resources Distribution Center	*Collection livre ouvert* (Multi-media)

Department of Education Learning Resources Distribution Center	*Oum le dauphin* (16mm)
Department of Education Learning Resources Distribution Center	*Téléfrançais* (T.V.O.)
Laurent Bourdon Audiovisuel	*Série Biblios*
Montévidéo (ADP)	*Les plus beaux trésors de l'enfance* *Taotao*
OISE	*Le temps des sucres* *De chez nous* *La fête de la Sainte-Catherine*
Radio Canada	*Astro le petit robot*
Radio Canada	*Gil et Julie*
Radio Québec	*Passe partout*
See Hear Now Media	*L'hallowe'en des petits* *Coeur à coeur* *Célébrons Pâques* *Le temps des fêtes*
Society for Visual Education (Tralco)	*Histoires Robert Munsch* *Récits par Kathy Stinson* *Aventures de minuit de Mathieu* *Contes et légendes d'autres pays*

7. Collections of Children's Literature/Reading Material

A. Print

Albin Michel Jeunesse	*Les saisons* *Que se passe-t-il?*
Accord/Addison Wesley	*Grands livres, petits livres*
Annick Educational	*Les livres, c'est pour nous*
Bordas	*Bibliothèque des benjamins* *Bibliothèque des tout-petits* *Le coin de lecture* *Connais-tu?* *Rue du dragon*
Casterman	*Farandole* *Les farfeluches*
CEC	*Fabulettes* *Soleil*
Centurion-Jeunesse	*Arthur* *Comptines à mimer* *Drôles de bruit* *Formes et couleurs* *Pomme d'api*
Chanteclerc	*Pré-école*
Copp Clark Pitman	*Coccinelle (Première Bibliothèque)* *Invitation à la lecture:* *Lisons et Lisons encore* *Troubadour*

La Courte Echelle	*Amélie*
	Drôles d'histoires
	Jiji et Pichou
	Zunik
Les Deux Coqs d'Or	*Albums Mercer Mayer*
	Le livre enchanté
	Mon premier livre d'or
Dupuis	*Fanette*
	Musti
	La nature
	Pandi
	Pas à pas
	Petite abeille
	Tip et tap
	Titou
Ecole Active	*A partir d'un mot*
	L'école des saisons de la vie
L'école des loisirs (Editions Françaises)	*Le gai savoir*
	Renard poche
Editions Françaises	*Lire pour lire*
Etudes Vivantes/CEC	*Les apprentis*
	Capucine
	Coquelicot
	David Suzuki
	La famille Kalouis
	Incitatout
	Joyeux lecteurs
	Les petits curieux
	Touchatout
	Tout à faire
	Le zoo fantastique

Flammarion	*Albums jeunesse* *Les patapoches* *Père castor* *Les petits livres de John Birmingham* *Pré-école*
Gallimard	*Découverte benjamin* *Découverte cadet* *Folio benjamin* *Folio cadet* *Yok - yok*
Ginn	*La boite aux rêves* *Soleil*
Globe Modern Curriculum Press	*L'image des mots*
Graficor	*Moustique* *Sauterelle* *Tic Tac Toc* (avec cassette)
Granger, Gamma	*Crocus* *Mini-documentation* *Ma première bibliothèque*
Grolier	*Albums illustrés* *Bibliobus* *Lire pour lire* *Le monde merveilleux* *Plaisir de lire*
Grumpy Bear Books	*Les livres de l'ourson Grognon* (grands livres)
Guérin	*Piloé*

Gamma/Saint-Loup	*Contrastes*
Hachette	*Les albums roses* *Folio benjamin* *Echo personnages* *Ma première bibliothèque*
Héritage	*C'est quoi?* *Contes de fées* *Le cycle de vie* *Je sais lire* *Libellule* *Petite étoile* *La vie des animaux* *366 contes de la Bible*
Hurtubise HMH	*Contes amérindiens* *Dinomir* *1, 2, 3 J'ai lu* *Je lis tout seul* *Les Papinachois* *Ecole du lac*
Larousse (Les Editions Françaises)	*Le Larousse des petits*
Leméac	*Chicouté* *Littérature de jeunesse*
Michel Quintin (Addison-Wesley)	*Mots et animaux*
Mondia	*Mimi, Paul et Chabichou* (grands et petits livres)

Nathan (ADP)	*Albums Dick Bruna* *Arc-en-poche* *Arc-en-poche deux* *Belles histoires-belles images* *Bibliothèque des petits lapins* *Contes enchantés* *Contes en images* *Contes pour petits et grands* *Cache-cache* *Lire pour lire* *Percimage* *Petits châtons* *Ploum* *Spot*
Nelson	*Je veux savoir* *Toi et moi* (grands et petits livres)
Ovale	*Bébé livre* *Plimage* *Les quatre saisons* *Série Petit ours* *Il était une, deux, trois ... fois*
Pierre Tisseyre (Addison-Wesley)	*Le marchand de sable* *Coeur de pomme*
Editions du Raton Laveur	*Livres Jeunesse*
Editions du Renouveau Pédagogique Inc. (ERPI)	*Ernest et Célestine*
Resource Center	*Les histoires de Napoléon* (grands et petits livres et cassettes)
G. P. Rouge et Or	*Émilie*

Saboté	*Pilonu* (avec cassettes)
Scholastic/Arc-en-Ciel	*Bertrand le gros chien rouge* *Georges* *Grands livres* *(avec petits livres et cassette)* *Lecture partagée* *Ma première lecture* *La sorcière*
Scolaris (ADP)	*Merlin*
Tormant (ADP)	*Contes et fables du monde entier*
Trécarré	*Ami-mots*
Ville-Marie (Les Editions Françaises)	*Contes québecois*

B. Print and Cassette

Annick Educational	*Children's Literature Kits*
Arc-en-ciel/Scholastic	*Grands livres/petits livres*
Copp Clark Pitman	*Invitation à la lecture*
Edmonton Public Schools	*Activités pour le centre d'écoute*
Mondia	*Mimi, Paul et Chabichou*
Nathan (ADP)	*Histoires pour les enfants* *Musicontes* *Musistoires* *Walt Disney*

The Resource Center	*Napoléon*
Saboté	*Pilonu*

8. Cultural Resources

Ambassade de France	*Films divers sur la France*
Editions d'Aacadie	*Collection Vie de nos ancêtres*
Editions Alain Stanké Ltée	*Les plus belles légendes acadiennes*
Bibliothèque nationale du Québec	*Légendes de l'Amérique française*
Campbell, Golinsky & Associates	*Légendes du Canada français*
Canadian Folklore Canadien, 1981, vol. 3 (2)	*Légendaire acadien de la forêt*
CANF (available from Department of Education, Learning Resources Distribution Center)	*Frère Jacques*
Centre franco-ontarien de ressources pédagogiques	*Contes, récits et légendes des îles Saint-Pierre et Miquelon*
Centre franco-ontarien de ressources pédagogiques	*La farandole: Le folklore à travers les arts d'expression*
Centre franco-ontarien de ressources pédagogiques	*Pistes pédagogiques des fêtes culturelles:* • *La Sainte-Catherine* • *Le carnaval* • *La Saint-Jean Baptiste*

Centre franco-ontarien de ressources pédagogiques	*Swing la baquèse*
Centre franco-ontarien de ressources pédagogiques	*Vive le carnaval*
Le Centre provincial de ressources pédagogiques	*Collection Le goéland* *Collection Cy amateur* *Collection Visages* *La vie acadienne en Nouvelle Ecosse*
Les Dames Pationesses de la C.J.A. Inc. (available from Le Centre provincial de ressources pédagogiques)	*La cuisine acadienne d'aujourd'hui*
Diane, Denyse et Marie Marleau	*Fêtons et chantons*
Les Entreprises Culturelles	*Musicabec: Le temps des fêtes* *Collection La bonne chanson*
La Fédération acadienne de la Nouvelle Ecosse	*Le petit Acadien*
Ferland	*L'Empire français d'Amérique*
Flammarion	*A la ronde* *Album-disques du père castor* *Collection Rondes et jeux dansés* *Scions du bois*
Folkway Records and Service Corp.	*Songs of French Canada* (record)
Fondation d'Education des Provinces Maritimes	*Bibliographie acadienne*

G. P. Rouge et Or	*Ah! Mon beau château et autres chansons* *Rondes et comptines*
Multi-Media (available from Department of Education, Learning Resources Distribution Center)	*Collection Livre ouvert*
Les Nouvelles Editions de l'Arc	*Chansons, contes et comptines* (Gilles Vigneault)
OISE Press	*Le temps des sucres* *De chez nous* *La fête de la Sainte-Catherine*
Publications de l'Université de Rouen (available from M.U.N. Bookstore)	*Folktales from Western Newfoundland* (Marie-Annick Desplanques)
See Hear Now Media	*Le temps des fêtes*
Sentinel Printing Ltd.	*La littérature orale de la baie Sainte-Marie* (Alain Doucet)
La Société Saint-Thomas d'Aquin	*La chanson du pays* (livre et cassette) *Le conte et la légende du pays* (livre et cassette)
Ville-Marie (Les Editions Françaises)	*Contes québecois*

9. Games for La Maternelle

Brault et Bouthillier	*A table*

Le Centre franco-ontarien de ressources pédagogiques	*Jeux de français* • *Le printemps* • *Les animaux* • *La nourriture* • *L'hallowe'en*
Les Editions du Renouveau Pédagogique Inc.	*Faites vos jeux*
Moyer	*Alphabet Bingo* *Colour Matching Dominoes* *Contraires* *Défi-mémoire* *Jeu de loto* *Number Bingo* *Petit - moyen - grand* *Polyoctons* *Salade de fruits*
Nathan	*Loto sonore: Jeu d'attention auditive et d'observation* *Reconnaître* *Rythmes et ribambelles*

USEFUL ADDRESSES

The following lists are not meant to be exhaustive. As well as the agencies, firms and companies identified here, there are others which are involved in education and which provide services to educators. These lists are provided in order to help teachers, schools and school boards to identify sources of French-language resources and services.

1. Information on and/or Meetings with Authors and Illustrators

Association des écrivains acadiens
140, rue Botsford, 3^e
Moncton, NB
E1C 4X4
(506) 854-3491

The Canadian Children's Book Centre
229 College Street, 5th Floor
Toronto, ON
M5T 1R4
(416) 597-1331
(Services offerts en anglais uniquement)

Communication-Jeunesse
5307, boul. St-Laurent
Montréal, Québec
H2S 1S5
(514) 273-8167

Service des lettres et de l'édition
Conseil des Arts du Canada
C.P. 1047
99, rue Metcalfe
Ottawa, ON
K1P 5V8
(613) 598-4333
(Rencontres avec auteurs dans le cadre du Festival national du livre)

Service des rencontres d'auteurs et d'illustrateurs
Les Editions Héritage Inc
300, rue Arran
Saint-Laurent, PQ
J4R 1K5

Société canadienne des auteurs,
illustrateurs et artistes pour enfants
P.O. Box 280, Station L
Toronto, ON
M6E 4Z2
(416) 922-7736

Société des écrivains canadiens
473, rue Dolbeau
Québec, PQ
G1S 2R6
(418) 527-2940

Union des écrivains québecois
1030, rue Cherrier, bureau 510
Montréal, PQ
H2L 1H9
(514) 526-6653
(Dossiers uniquement, sur une centaine d'auteurs)

2. Magazines/Journals on Children's Literature

A. Canadian:

Canadian Children's Literature/Littérature
canadienne pour la jeunesse
Dept. of English
University of Guelph
Guelph, ON
N1G 2W1

Choix-Jeunesse
Centrale des bibliothèques
1685, rue Fleury est
Montréal, PQ
H2C 1T1

L'écrilu
LLQ
4545, ave Pierre-de-Coubertin
C.P. 1000, succursale M
Montréal, PQ
H1V 3R2

Il faut lire
DMR Distributions
472, rue Deslauriers
Ville Saint-Laurent, PQ
H4N 1V8

Des livres et des jeunes
C.P. 2152, succursale Jacques-Cartier
Sherbrooke, PQ
J1J 3Y2

Lurelu
C.P. 340
Succursale de Lorimier
Montréal, PQ
H2H 2N7

Vie pédagogique
Direction des ressources matérielles
Ministère de l'Education
1035, rue de la Chevrotière
14^{e} étage
Québec, PQ
G1R 5A5

B. International:

Journal de l'Association romande
de littérature pour jeunesse
AROLE
Case postale 1000
Lausanne 4
Suisse

Livres jeunes aujourd'hui
63, rue de Varenne
75007 Paris
France

Nous voulons lire!
7, avenue des Chasseurs
33600 Pessac
France

La revue des livres pour enfants
8, rue St-Bon
75004 Paris
France

The Web
Ohio State University
Rm. 200, Ramseyer Hall
29 West Woodruff
Columbus, Ohio 43210

3. Educational Journals/Magazines

Canadian Journal of Education/
Revue Canadienne de l'éducation
14 Henderson Avenue
Ottawa, ON
K1N 7P1

Contact
Faculty of Education
Simon Fraser University
Burnaby, BC
V5A 1S6

Education Canada
Canadian Education Association
252 Bloor Street West
Toronto, ON
M5S 1V5

Le Journal de l'Immersion
a/s ACPI
Sir John A. MacDonald Resource Centre
113 - 2675, ave Draper
Ottawa, ON
K2H 7A1

Language and Society / Langue et société
Commissioner of Official Languages
Ottawa, ON
K1A 0T8

L'école maternelle française
a/s Armand Colin-Bourrelier
103, Blvd. Saint-Michel
Paris, France
75005

Literacy Matters
Tom L. Hindes, Director
College of Education
842 West Goodale Avenue
Columbus, Ohio 43212

Québec Français
AQPF
C.P. 9185
Québec, PQ
G1V 4B1

Revue canadienne des langues vivantes/
The Canadian Modern language Review
237 Hellems Avenue
Welland, ON
L3B 3B8

Vie Pédagogique (gratuit)
Ministère de l`Education du Québec
1035, de la Chevrotière
15^e étage
Québec, PQ
G1R 5A5

TESOL Quaterly
Suite 300
1600 Cameron Street
Alexandria, Virginia 22314

4. Magazines for Children

J'aime lire
Hibou
Coulicou
Editions Héritage
300, rue Arran
Saint-Lambert, PQ
J4R 1K5

Jeunes
Môme
Vanwell Publishing
1 Northrup Crescent
P.O. Box 2131, Stn. B
St. Catherines, ON
L2M 6P5

Je me petit débrouille
4545, ave Pierre-de-Coubertin
C.P. 1000, Succ. M
Montréal, PQ
H1V 3R2

Belles histoires de Pomme d'Api
Do ré mi
Jeunes années
Le journal de Nounours
KODI
Perlin
Pomme d'Api
Toboggan
Wapiti
Periodica
7045, ave du Parc
Montréal, PQ
H3N 1X8

Le magazine Zip
Les Editions Télémédia Inc
C.P. 6413, Succ. A
Montréal, PQ
H3L 9Z9

5. French-Language Newspapers

Le Gaboteur
58, avenue Oregon
Pièce 112 - 114
Edifice Harmon Corporation
Stephenville, T-N
A2N 2Y1
(709) 634-9585
$15.00 par année (24 numéros)

6. Francophone and French Second Language Associations

A. Newfoundland and Labrador:

La fédération des francophones de Terre-Neuve et du Labrador
272, rue Duckworth
St. John's, Terre-Neuve
A1C 1H3
(709) 722-0627

Les Terre-Neuviens Français
C.P. 650, R.R. #3
Port au Port, Terre-Neuve
A0N 1T0
(709) 644-2050

Carrefour francophone de Stephenville
7, rue Woodland
Stephenville, Terre-Neuve
A2N 2K8
(709) 643-5788

L'Héritage de l'Ile Rouge
C.P. 221, Lourdes, R.R. #1
La Grand'Terre, Terre-Neuve
A0N 1R0
(709) 642-5254

Chez les Français de l'Anse-à-Canards
C.P. 337, Lourdes, R.R. 1
L'Anse-à-Canards, Terre-Neuve
A0N 1R0
(709) 642-5795 (m)
(709) 642-5498 (cenre)

L'Association francophone de St-Jean
96, rue Lemarchant
St. John's, Terre-Neuve
A1C 2H2
(709) 726-4900

L'Association francophone du Labrador
C.P. 253
Labrador City, Terre-Neuve
A2V 2K5
(709) 944-6600

Canadian Parents for French
(Newfoundland and Labrador)
P.P. Box 1252, Station C
St. John's, NF
A1C 5M2

NTA Modern Languages Council
c/o NTA
3 Kenmount Road
St. John's, NF
A1B 1W1

B. Canadian:

Association canadienne française de l'Alberta
Pièce 200, 8923 - 82 Avenue
Edmonton, AB
T6C 0Z2

Association culturelle franco-canadienne de la Saskatchewan
2132, rue Broad
Régina, AK
S4P 1Y5

The Canadian Association of Second Language Teachers (CASLT)
369 Montrose Street
Winnipeg, MB
R3M 3M1

Canadian Parents for French
309 Cooper Street
Suite 210
Ottawa, ON
K2P 0G5

Conseil de promotion et de diffusion de la culture
207, rue Robinson
Suite 7
Moncton, NB
E1C 5C5

Fédération acadienne de la Nouvelle-Ecosse
1106, rue South Park
Halifax, Nouvelle-Ecosse
B3H 2W7

La Fédération des associations de parents et d'instituteurs de langue française de l'Ontario
325, rue Dalhousie, pièce 501
Ottawa, ON
K1N 7G2

La Fédération culturelle canadienne française
1, rue Nicholas, pièce 1202
Ottawa, ON
K1N 7B7

Fédération des festivals acadiens de la Nouvelle-Ecosse
Livraison Générale
Meteghan
Cté. Digby, Nouvelle-Ecosse
B0W 2J0

La Fédération des Franco-Colombiens
853, rue Richards, bureau 104
Vancouver, C.B.
V6B 3B4

Fondation culturelle acadienne
312, boul. St-Pierre ouest
Caraquet, NB
E0B 1K0

Société des Acadiens du Nouveau-Brunswick
C.P. 670
Petit-Rocher, NB
E0B 2E0

Société franco-manitobaine
Bureau 212
383, boul. Provencher
C.P. 145
Saint-Boniface, MB
R2H 3B4

Société nationale des acadiens
C. P. 908
259, rue Principale
Shédiac, NB
E0A 3G0

La Société Saint-Thomas d'Aquin
La Société acadienne de l'I.P.E.
340, rue Court
C.P. 1330
Summerside, IPE
C1N 4K2

7. Tourist/Cultural Information

Ambassade de France
Service Culturel
464, rue Wilbrod
Ottawa, ON
K1N 6M8

Renseignements et publications sur la politique étrangère
Direction des services de communication du Canada
Ministère des Affaires extérieures
Edifice Lester B. Pearson
125, promenade Sussex
Tour C, 2^e étage
Ottawa, ON
K1A 1G2

Office du Tourisme
Saint-Pierre et Miquelon
B.P. 4274
Saint-Perre et Miquelon

Tourisme Québec
Case Postale 20000
Québec, PQ
G1K 7X2

8. School Correspondance

Bureau de correspondance scolaire
Direction de la coordination des réseaux
Ministère de l'Education
1035, rue de la Chevrotière
6^{e} étage
Québec, PQ
G1R 5A5

St. John's Roman Catholic School Board
Belvedere
Bonaventure Avenue
St. John's, NF
A1C 3Z4

- Ecole St. Patrick (Immersion et Francophone)
- Holy Trinity Primary (Immersion)
- St. Peter's Primary (Immersion)
- Ecole St. Gérard (Immersion)

Labrador Roman Catholic School Board
P.O. Box 1300
Wabush, Labrador
A0R 1B0

- Notre Dame Academy (Immersion et Francophone)

Humber-St. Barbe Roman Catholic School Board
P.O. Box 368
Corner Brook, NF
A2H 6G9

- Presentation Elementary (Immersion)

Appalachia Roman Catholic School Board
P.O. Box 5200
Stephenville, NF
A2N 3M5

- St. Stephen's Primary (Immersion)
- Ecole Ste. Anne (Francophone)
- Ecole primaire Notre Dame du Cap (Francophone)

Burin Peninsula Roman Catholic School Board
P.O. Box 69
Marystown, NF
A0E 2M0

- Sacred Heart Elementary (Immersion)

Avalon Consolidated School Board
P.O. Box 1980
St. John's, NF
A1C 5R5

- Harrington Elementary (Immersion)
- Bishop Field Elementary (Immersion)
- Vanier Elementary (Immersion)
- Park Avenue Elementary (Immersion)

Nova Consolidated School District
203 Elizabeth Drive
Gander, NF
A1V 1H6

- Gander Academy (Immersion)

Labrador East Integrated School Board
Mail Bag 3021, Stn. B
Goose Bay, Labarador
A0P 1E0

- Peacock Elementary (Immersion)

Labrador West Integrated School Board
669 Tamarack Drive
Labrador City, Labrador
A2V 2V2

- C. E. McManus Primary (Immersion)
- A. P. Low Elementary (Immersion)

Western Integrated School Board
P.O. Box 190
Corner Brook, NF
A2H 6C7

- C. C. Loughlin Elementary (Immersion)

Exploit's Valley Integrated School Board
P.O. Box 70
Grand Falls, NF
A2A 2J3

- Grand Falls Academy Primary (Immersion)

9. Federal Departments and Agencies

Newfoundland Reference Canada
St. John's: 772-4365
1 - 800 - 563-2432

Affaires Indiennes et du Nord Canada
Direction des communications
Les Terrasses de la Chaudière
10, rue Wellington
Ottawa, ON
K1A 0H4

Agence Canadienne pour le Développement International
Place du Centre
200, promenade du Portage
Hull, PQ
K1A 0G4

Agriculture Canada
Immeuble Sir John Carling
930, avenue Carling
Ottawa, ON
K1A 0C5

Approvisionnements et Services Canada
Place du Portage, Phase III
11, rue Laurier
Hull, PQ
K1A 0S5

Bureau du Directeur Général des Elections du Canada
440, chemin Coventry
Ottawa, ON
K1A 0M6

Bureau du Secrétaire du Gouverneur Général
1, promenade Sussex
Ottawa, ON
K1A 0A1

Commissariat aux Langues Officielles
Immeuble Export Développement
110, rue O'Connor, bureau 1326
Ottawa, ON
K1A 0T8

Commission Canadienne du Lait
Edifice Pebb
2197, promenade Riverside
Ottawa, ON
K1A 0Z2

Commission de la Capitale Nationale
161, avenue Laurier ouest
Ottawa, ON
K1P 6J6

Energie, Mines et Ressources Canada
Edifice Sir William Logan
580, rue Booth
Ottawa, ON
K1A 0E4

Environnement Canada
Terrasses de la Chaudière
10, rue Wellington
Hull, PQ
K1A 0H3

Le parc national de Terra Nova
Glovertown, T.-N.
A0G 1L0
709-533-2801

Lieux historiques de Terre-Neuve et du Labrador
(Signal Hill, Cap-Spear, Port-au-Choix,
Castle Hill et l'Anse-aux-Meadows)
C.P. 5879
St. John's, T.-N.
709-772-5364

Gendarmerie Royale du Canada
1200, Promenade Alta Vista
Ottawa, ON
K1A 0R2

- 102, rue Churchill
  Corner Brook, T.-N.
  A2H 6C3
  709-637-4433

- Aéroport international de Gander
  Boulevard Airport
  Gander, T.-N.
  A1V 1W8
  709-256-4977

- 1, chemin Circular
  Grand Bank T.-N.
  709-832-1260

- Autoroute Trans-Canadienne, route 1
  Grand Falls, T.-N.
  A2A 2J8
  709-489-2121

- Détachement de Piccadilly
  Route 460
  Lourdes, T.-N.
  A0N 1R0
  709-642-5316

- 92, rue West
  Stephenville, T.-N.
  A2N 2Y9
  709-643-2118

- Détachement de Labrador Ouest
  814, rue Hudson
  Ville de Labrador, T.-N.
  A2V 2L3
  709-944-2661

Pêches et Océans
200, rue Kent
Ottawa, ON
K1A 0E6

Santé et Bien-être Social Canada
Services et Promotion de la santé
Immeuble Jeanne Mance
Rue de l'Eglantine, Parc Tunney
Ottawa, ON
K1A 0K9

Condition physique et sport amateur
Tour Journal sud
365, avenue Laurier ouest
Ottawa, ON
K1A 0X6

Secrétariat d'Etat
215, rue Water
St. John's, T.-N.
709-772-5566, bureau régional de
    Terre-Neuve et du Labrador
709-772-5521, cour de la citoyenneté

Transports Canada

- Aéroport de Goose Bay
  Succursale A, C.P. 901
  Goose Bay, T.-N.
  A0P 1S0
  709-896-2902

- Aéroport de St. John's
  C. P. 5670
  St. John's, T.-N.
  A1C 5W8
  709-772-5587

- Garde côtière canadienne
  Edifice Paramount
  34, rue Harvey, C.P. 1300
  St. John's, T.-N.
  A1C 6H8
  709-772-4120
  709-772-4133

- Aéroport de Wabush
  C.P. 880
  Wabush, T.-N.
  A0R 1B0
  709-282-5412

10. Diverse Documents

Cultures Canada (bulletin gratuit)
Direction du multiculturalisme
Secrétariat d'Etat
Ottawa, ON
K1A 0M5

Education Express (bulletin gratuit)
Coordination des activités en milieux amérindien et inuit
Ministère de l'Education
1035, rue de la Chevrotière, 12ᵉ étage
Québec, PQ
G1R 5A5

Etait-il une fois?
Les Editions Paratexte
Trinity College
Toronto, ON
M5S 1H8

Le jeu de la bibliothèque
A.S.T.E.D.
7243, rue Saint-Denis
Montréal, PQ
H2R 2E3
($2.00 par jeu)

Jeux de ficelle (tones 1 et 2)
La Chèvre Entreprises
P.O. Box 5705, Stn. B
Victoria, BC
V8R 6S8

La joie par les livres
La revue des livres pour enfants
8, rue St-Bon
75004 Paris
France

Littérature de jeunesse: guide pédagogique, primaire français
Fascicules 1, 2, 3
Ministère de l'Education
Gouvernement du Québec (1981)

Livre ouvert (le livre vidéo)
Groupe Multimédia
5225, avenue Berri
Montréal, PQ
H2J 2S4
(available from Department of Education, Learning Resources Distribution Centre)

Livres de langue française pour les jeunes
Bibliothèque de la Ville de Montréal
a/s Pierre Poulin
5500, rue Fullum, bureau 300
Montréal, PQ
H2G 2H3
($35.00 le volume)

Le plaisir de lire, le plaisir d'animer
Communication Jeunesse
964, rue Cherrier
Montréal, PQ
H2L 2H7

11. Educational Software

A. Publishers and Producers

A. B. C. Intertech
787, Lajaoie
Dorval, PQ
H9P 1G7

CRAPO Inc.
2901, Louvain Est
Montréal, PQ
H1Z 1J7

Didaktek
2669, Chemin Ste-Foy
Sainte-Foy, PQ
G1V 1V3

DIL International Inc.
2115, Boivin
Sainte-Foy, PQ
G1V 1N6

Les Editions FM
1113, rue Desnoyers
Laval, PQ
H7C 1Y6

Les Entreprises Culturelles Enr.
399, rue des Conseillers
La Prairie, PQ
J5R 4H6

Infotech Manitoba
E252 - 1970, avenue Ness
Winnipeg, MB
R3J 0Y9

LCSI
1000, boul. Roche, 9e étage
Vaudreuil, PQ
J7V 6B3

Nordiciel Inc.
294, rue des Pins
St-Jérome, PQ
J7Z 1E7

Québit Logiciels Inc.
1584 est, rue Fleury
Succ. Bourassa
Montréal, PQ
H2C 3G2

Ressources de l'ELMAO
365, ch. Crestview
Ottawa, ON
K1H 5G7

SYBEX Micro Informatique
a/s Diffulivre
2973, rue Sartelon
Saint-Laurent, PQ
H4R 1E6

Tralco Educational Services
P.O. Box 6253, Stn. F
Hamilton, ON
L9C 5S3

B. Publications

Association canadienne de producteurs de didacticiels
P.O. Box 2737, Stn. M
Halifax, NS
B3J 3P7

Catalogue des didacticiels produits avec la collaboration du Ministére de l'Education du Québec ou acquis en licence mixte Code 16-4356; *Liste de firmes et d'organismes oeuvrant en micro-informatique scolaire au Québec* Code DRD-89-0169; *Catalogue des logiciels éducatifs évalués* Code 16-4357.
Ministère de l'Education du Québec
Direction des ressources didactiques/Bureau de consultation sur le logiciel éducatif
600, rue Fullum, 8^e étage
Montréal, PQ
H2K 4L1

Evaluation des logiciels: Critères d'évaluation des logiciels éducatifs
Conseil des ministres de l'Education (Canada)
Bureau 5 - 200
252, rue Bloor ouest
Toronto, ON
M5S 1V5

BQLEE: Catalogue des Logiciels éducatifs québécois évalués
CMEC: Logiciels Educatifs canadiens évalués Catalogue des logiciels 1989
LOGIBASE: Logiciels éducatifs
Services Documentaires Multimedia Inc.
1685, rue Fleury Est
Montréal, PQ
H2C 1T1